2022-2023 Annual Performance Report

which includes

Texas Academic Performance Report

Distributed by TEA – December 15, 2023

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2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

District Number: 220902

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	School Year	State	Region 11	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	2023	76%	76%	**77%**	61%	72%	85%	80%	86%	80%	81%	58%	74%	78%	75%	71%	69%
	2022	76%	77%	**77%**	73%	69%	83%	88%	87%	77%	84%	58%	75%	79%	69%	71%	65%
At Meets Grade Level or Above	2023	50%	51%	**51%**	38%	41%	63%	40%	64%	40%	55%	38%	57%	52%	47%	42%	39%
	2022	51%	53%	**52%**	42%	41%	65%	50%	65%	38%	64%	34%	42%	53%	49%	43%	36%
At Masters Grade Level	2023	20%	20%	**20%**	13%	13%	30%	20%	23%	20%	19%	11%	11%	21%	17%	14%	13%
	2022	30%	32%	**32%**	23%	23%	44%	38%	43%	8%	42%	14%	19%	33%	30%	24%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	73%	**75%**	52%	69%	84%	80%	89%	70%	84%	56%	89%	76%	71%	69%	70%
	2022	71%	72%	**72%**	64%	66%	80%	50%	80%	69%	80%	52%	72%	75%	62%	66%	65%
At Meets Grade Level or Above	2023	45%	45%	**44%**	23%	36%	57%	40%	63%	30%	44%	37%	49%	46%	39%	36%	39%
	2022	43%	44%	**44%**	35%	35%	54%	50%	58%	31%	55%	32%	42%	46%	39%	36%	34%
At Masters Grade Level	2023	19%	19%	**18%**	6%	12%	27%	40%	33%	10%	13%	10%	17%	19%	15%	12%	12%
	2022	21%	22%	**22%**	15%	15%	30%	13%	39%	15%	25%	13%	17%	23%	19%	15%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	78%	71%	86%	88%	74%	89%	88%	57%	82%	80%	75%	72%	65%
	2022	77%	78%	**79%**	74%	73%	85%	100%	90%	83%	85%	55%	69%	80%	76%	73%	73%
At Meets Grade Level or Above	2023	48%	49%	**50%**	43%	41%	61%	25%	66%	33%	60%	30%	41%	52%	46%	40%	36%
	2022	54%	56%	**54%**	41%	48%	64%	67%	70%	33%	51%	35%	49%	56%	51%	46%	46%
At Masters Grade Level	2023	22%	22%	**22%**	11%	15%	31%	13%	54%	0%	25%	8%	8%	23%	19%	14%	11%
	2022	28%	30%	**28%**	22%	20%	37%	33%	39%	0%	28%	13%	15%	29%	25%	20%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	70%	**69%**	63%	65%	74%	75%	83%	78%	77%	49%	64%	72%	63%	62%	62%
	2022	70%	70%	**71%**	54%	67%	80%	83%	79%	67%	68%	46%	67%	75%	63%	65%	67%
At Meets Grade Level or Above	2023	48%	48%	**44%**	31%	35%	55%	38%	66%	56%	54%	33%	44%	46%	39%	34%	30%
	2022	43%	44%	**42%**	25%	37%	50%	50%	61%	17%	43%	27%	31%	45%	36%	34%	38%
At Masters Grade Level	2023	22%	22%	**19%**	9%	13%	26%	25%	40%	11%	22%	10%	5%	19%	17%	12%	10%
	2022	23%	24%	**20%**	10%	13%	29%	33%	39%	0%	23%	11%	8%	22%	17%	13%	16%
Grade 5 Reading																	

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	81%	**82%**	76%	78%	87%	100%	92%	71%	86%	55%	79%	84%	78%	77%	77%
	2022	81%	82%	**84%**	77%	79%	90%	*	85%	80%	92%	52%	82%	84%	82%	80%	75%
At Meets Grade Level or Above	2023	57%	57%	**61%**	52%	54%	70%	71%	84%	43%	66%	30%	64%	63%	57%	53%	50%
	2022	58%	59%	**60%**	54%	50%	72%	*	70%	50%	66%	30%	53%	62%	56%	53%	47%
At Masters Grade Level	2023	28%	29%	**32%**	25%	25%	40%	29%	59%	14%	30%	8%	21%	34%	26%	22%	20%
	2022	36%	38%	**39%**	31%	32%	48%	*	42%	20%	47%	15%	32%	41%	35%	33%	28%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**80%**	75%	76%	86%	86%	95%	71%	90%	60%	87%	83%	75%	75%	75%
	2022	77%	77%	**79%**	68%	74%	84%	*	91%	70%	86%	51%	87%	81%	74%	74%	71%
At Meets Grade Level or Above	2023	51%	50%	**51%**	39%	44%	61%	43%	86%	29%	53%	30%	54%	55%	44%	42%	43%
	2022	48%	48%	**48%**	39%	40%	57%	*	66%	50%	49%	31%	53%	52%	39%	41%	36%
At Masters Grade Level	2023	21%	22%	**22%**	11%	16%	30%	14%	73%	14%	22%	8%	15%	24%	18%	15%	16%
	2022	25%	24%	**24%**	20%	18%	30%	*	37%	20%	15%	8%	26%	26%	18%	19%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**68%**	61%	57%	80%	100%	89%	43%	76%	46%	70%	68%	66%	59%	49%
	2022	66%	68%	**71%**	59%	61%	83%	*	72%	60%	84%	45%	76%	73%	66%	62%	53%
At Meets Grade Level or Above	2023	36%	37%	**42%**	36%	29%	55%	29%	81%	14%	53%	28%	40%	44%	37%	32%	21%
	2022	38%	40%	**43%**	34%	31%	55%	*	53%	30%	51%	28%	53%	45%	36%	33%	26%
At Masters Grade Level	2023	16%	16%	**19%**	13%	11%	27%	14%	57%	14%	20%	8%	20%	20%	15%	11%	11%
	2022	18%	18%	**20%**	14%	13%	29%	*	23%	20%	26%	13%	24%	22%	16%	14%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	70%	72%	86%	*	88%	80%	87%	48%	63%	81%	73%	72%	68%
	2022	70%	72%	**70%**	62%	63%	80%	87%	81%	40%	74%	42%	64%	73%	64%	63%	61%
At Meets Grade Level or Above	2023	52%	54%	**55%**	42%	44%	67%	*	76%	70%	63%	28%	42%	57%	49%	45%	40%
	2022	43%	45%	**42%**	26%	32%	57%	80%	53%	0%	47%	25%	36%	44%	38%	32%	30%
At Masters Grade Level	2023	22%	23%	**23%**	16%	17%	31%	*	40%	10%	24%	9%	21%	26%	18%	16%	17%
	2022	23%	24%	**23%**	11%	15%	34%	47%	37%	0%	28%	10%	21%	24%	19%	15%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**78%**	69%	74%	85%	*	89%	70%	80%	57%	79%	80%	76%	71%	71%
	2022	73%	75%	**78%**	68%	72%	86%	87%	88%	60%	79%	58%	70%	80%	73%	72%	72%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	42%	**42%**	33%	30%	56%	*	56%	40%	56%	26%	44%	46%	35%	31%	28%
	2022	39%	42%	**42%**	24%	30%	57%	67%	63%	20%	43%	27%	43%	44%	37%	31%	31%
At Masters Grade Level	2023	16%	17%	**15%**	10%	9%	22%	*	36%	20%	15%	11%	15%	18%	10%	9%	10%
	2022	16%	18%	**16%**	6%	11%	22%	33%	36%	0%	8%	11%	19%	18%	11%	10%	12%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	79%	**82%**	77%	77%	87%	100%	95%	38%	87%	50%	87%	83%	79%	77%	77%
	2022	80%	81%	**81%**	68%	77%	88%	*	92%	67%	82%	54%	78%	83%	75%	76%	75%
At Meets Grade Level or Above	2023	55%	56%	**58%**	50%	49%	69%	92%	78%	25%	62%	25%	62%	60%	54%	50%	51%
	2022	56%	58%	**57%**	47%	46%	71%	*	75%	50%	61%	37%	58%	60%	52%	49%	46%
At Masters Grade Level	2023	27%	28%	**28%**	17%	20%	37%	85%	47%	25%	34%	11%	33%	30%	22%	20%	20%
	2022	37%	39%	**37%**	28%	26%	49%	*	54%	17%	41%	16%	31%	39%	32%	28%	25%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	**73%**	58%	65%	84%	100%	85%	50%	81%	48%	84%	75%	67%	66%	66%
	2022	61%	61%	**71%**	51%	63%	83%	*	91%	50%	74%	47%	78%	75%	62%	64%	64%
At Meets Grade Level or Above	2023	37%	38%	**47%**	24%	37%	62%	92%	71%	13%	53%	28%	56%	49%	43%	38%	39%
	2022	31%	31%	**45%**	29%	33%	58%	*	76%	33%	44%	27%	56%	49%	35%	34%	36%
At Masters Grade Level	2023	11%	11%	**18%**	5%	10%	27%	46%	43%	0%	19%	11%	18%	19%	14%	10%	13%
	2022	13%	12%	**22%**	13%	13%	31%	*	53%	17%	22%	11%	24%	25%	16%	14%	17%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	**85%**	79%	81%	90%	*	91%	83%	85%	54%	82%	86%	80%	80%	77%
	2022	83%	84%	**82%**	76%	79%	86%	89%	89%	80%	88%	54%	68%	85%	75%	78%	74%
At Meets Grade Level or Above	2023	58%	57%	**58%**	50%	48%	69%	*	83%	83%	59%	28%	55%	61%	51%	49%	46%
	2022	58%	59%	**55%**	50%	48%	61%	44%	72%	40%	63%	24%	44%	58%	45%	49%	43%
At Masters Grade Level	2023	28%	28%	**27%**	18%	19%	38%	*	43%	33%	24%	13%	16%	29%	22%	19%	18%
	2022	37%	38%	**35%**	28%	27%	42%	22%	52%	0%	45%	11%	15%	37%	28%	29%	23%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	**73%**	63%	69%	84%	*	81%	*	71%	50%	77%	76%	67%	69%	68%
	2022	71%	72%	**69%**	64%	65%	76%	71%	73%	60%	70%	44%	63%	72%	61%	65%	65%
At Meets Grade Level or Above	2023	46%	46%	**42%**	31%	34%	57%	*	50%	*	48%	28%	43%	44%	36%	34%	27%
	2022	40%	39%	**38%**	32%	32%	49%	29%	41%	60%	30%	28%	44%	40%	32%	32%	27%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	17%	**14%**	9%	8%	25%	*	28%	*	10%	18%	23%	15%	12%	8%	6%
	2022	14%	14%	**14%**	7%	9%	23%	14%	22%	40%	11%	12%	13%	15%	11%	10%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**80%**	72%	73%	89%	*	92%	83%	81%	58%	88%	83%	74%	74%	71%
	2022	74%	75%	**78%**	69%	74%	84%	78%	83%	60%	83%	49%	67%	82%	68%	75%	72%
At Meets Grade Level or Above	2023	47%	46%	**53%**	37%	42%	68%	*	75%	50%	58%	32%	60%	57%	43%	43%	40%
	2022	45%	46%	**46%**	34%	39%	55%	44%	70%	20%	47%	26%	36%	48%	40%	38%	36%
At Masters Grade Level	2023	17%	16%	**20%**	10%	14%	29%	*	45%	0%	17%	13%	30%	22%	16%	14%	15%
	2022	24%	24%	**23%**	15%	17%	30%	22%	41%	20%	27%	11%	18%	26%	16%	16%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	63%	**66%**	51%	56%	79%	*	88%	83%	69%	41%	81%	70%	57%	57%	53%
	2022	61%	64%	**58%**	55%	48%	68%	56%	77%	40%	64%	35%	61%	61%	50%	51%	45%
At Meets Grade Level or Above	2023	33%	34%	**35%**	23%	27%	46%	*	62%	17%	39%	27%	49%	38%	28%	26%	25%
	2022	31%	33%	**27%**	22%	18%	37%	22%	46%	0%	34%	19%	27%	28%	23%	19%	15%
At Masters Grade Level	2023	16%	17%	**17%**	14%	10%	24%	*	32%	17%	25%	15%	23%	18%	14%	11%	10%
	2022	18%	20%	**15%**	13%	9%	22%	11%	26%	0%	17%	9%	18%	17%	12%	9%	7%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	74%	**75%**	71%	70%	82%	77%	89%	71%	79%	36%	70%	78%	68%	71%	66%
	2022	65%	68%	**66%**	57%	61%	75%	50%	78%	67%	64%	31%	51%	70%	57%	60%	54%
At Meets Grade Level or Above	2023	52%	55%	**56%**	47%	49%	67%	62%	77%	29%	63%	23%	57%	60%	48%	49%	42%
	2022	47%	50%	**47%**	39%	38%	60%	20%	66%	50%	53%	21%	29%	50%	39%	40%	29%
At Masters Grade Level	2023	13%	15%	**15%**	11%	9%	24%	15%	36%	0%	21%	4%	11%	17%	12%	10%	5%
	2022	11%	11%	**10%**	4%	6%	15%	10%	24%	0%	14%	6%	6%	11%	6%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**77%**	68%	73%	84%	71%	85%	83%	85%	41%	75%	79%	71%	71%	66%
	2022	72%	74%	**74%**	65%	68%	83%	71%	82%	60%	75%	33%	81%	77%	64%	67%	54%
At Meets Grade Level or Above	2023	54%	57%	**58%**	41%	50%	71%	29%	69%	67%	74%	25%	61%	60%	50%	49%	37%
	2022	55%	58%	**58%**	46%	50%	70%	43%	69%	20%	58%	23%	69%	61%	48%	48%	33%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	9%	**9%**	5%	5%	16%	14%	17%	0%	10%	6%	7%	10%	6%	5%	3%
	2022	9%	9%	**9%**	4%	5%	15%	29%	24%	0%	7%	6%	19%	11%	5%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	78%	**81%**	77%	77%	85%	60%	98%	60%	87%	52%	80%	83%	77%	77%	77%
	2022	76%	75%	**78%**	72%	75%	83%	67%	93%	71%	74%	54%	48%	81%	71%	75%	73%
At Meets Grade Level or Above	2023	43%	43%	**48%**	33%	41%	58%	30%	78%	50%	52%	23%	52%	51%	40%	40%	41%
	2022	43%	44%	**45%**	34%	41%	51%	44%	69%	57%	40%	26%	16%	48%	37%	38%	38%
At Masters Grade Level	2023	23%	23%	**25%**	14%	19%	33%	10%	54%	30%	23%	7%	37%	27%	20%	18%	22%
	2022	27%	28%	**27%**	17%	23%	34%	22%	55%	14%	24%	14%	0%	30%	20%	21%	21%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	**91%**	90%	90%	93%	92%	95%	86%	91%	71%	91%	92%	88%	89%	85%
	2022	83%	84%	**84%**	79%	82%	90%	67%	95%	67%	80%	56%	60%	86%	80%	80%	75%
At Meets Grade Level or Above	2023	56%	58%	**64%**	56%	57%	72%	42%	83%	29%	72%	32%	63%	66%	57%	56%	49%
	2022	55%	57%	**61%**	50%	55%	72%	67%	74%	56%	61%	36%	43%	65%	53%	53%	45%
At Masters Grade Level	2023	21%	23%	**28%**	21%	21%	37%	8%	48%	0%	29%	7%	22%	29%	23%	20%	16%
	2022	21%	24%	**29%**	16%	20%	41%	33%	53%	22%	35%	15%	23%	33%	21%	20%	12%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**96%**	92%	96%	97%	100%	99%	*	100%	85%	100%	97%	93%	95%	94%
	2022	89%	90%	**90%**	82%	88%	94%	100%	97%	88%	93%	64%	75%	92%	83%	86%	78%
At Meets Grade Level or Above	2023	70%	72%	**78%**	64%	73%	87%	80%	86%	*	83%	47%	89%	80%	70%	72%	62%
	2022	68%	70%	**72%**	57%	64%	83%	89%	87%	75%	80%	43%	56%	75%	63%	60%	43%
At Masters Grade Level	2023	38%	40%	**46%**	32%	37%	58%	40%	65%	*	48%	18%	68%	48%	38%	37%	27%
	2022	42%	44%	**47%**	32%	39%	59%	56%	68%	63%	48%	21%	38%	50%	37%	35%	22%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	**92%**	92%	87%	98%	-	87%	*	100%	*	*	94%	77%	86%	74%
	2022	92%	94%	**95%**	100%	92%	96%	*	100%	*	100%	-	*	96%	92%	91%	89%
At Meets Grade Level or Above	2023	61%	65%	**63%**	50%	51%	74%	-	71%	*	50%	*	*	65%	43%	49%	45%
	2022	64%	66%	**70%**	57%	59%	76%	*	82%	*	57%	-	*	71%	46%	60%	33%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	13%	**5%**	0%	2%	7%	-	12%	*	0%	*	*	5%	6%	2%	0%
	2022	13%	12%	**7%**	0%	2%	10%	*	11%	*	0%	-	*	7%	13%	5%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	77%	**79%**	71%	74%	86%	86%	90%	73%	83%	53%	80%	81%	74%	73%	70%
	2022	74%	75%	**76%**	67%	71%	83%	78%	86%	67%	79%	49%	70%	79%	69%	70%	66%
At Meets Grade Level or Above	2023	49%	50%	**53%**	40%	44%	64%	56%	73%	41%	58%	30%	53%	55%	46%	43%	40%
	2022	48%	50%	**50%**	39%	41%	61%	54%	67%	38%	52%	29%	44%	52%	42%	41%	36%
At Masters Grade Level	2023	20%	21%	**22%**	13%	15%	30%	30%	41%	12%	22%	10%	20%	23%	17%	15%	14%
	2022	23%	24%	**24%**	16%	17%	33%	32%	40%	15%	27%	12%	19%	26%	19%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**79%**	72%	74%	86%	86%	88%	75%	84%	50%	77%	81%	74%	74%	70%
	2022	75%	76%	**76%**	68%	71%	83%	80%	85%	71%	80%	47%	71%	78%	70%	70%	66%
At Meets Grade Level or Above	2023	53%	55%	**56%**	45%	47%	68%	61%	75%	48%	63%	29%	55%	58%	50%	47%	43%
	2022	53%	55%	**53%**	43%	44%	65%	56%	68%	38%	58%	29%	47%	56%	47%	45%	38%
At Masters Grade Level	2023	20%	21%	**21%**	13%	14%	30%	36%	38%	13%	23%	8%	17%	23%	17%	14%	13%
	2022	25%	26%	**25%**	17%	18%	34%	36%	39%	7%	32%	11%	20%	27%	21%	19%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	**77%**	67%	72%	84%	81%	89%	70%	82%	53%	80%	79%	72%	71%	70%
	2022	72%	73%	**75%**	64%	70%	83%	75%	87%	64%	77%	50%	70%	78%	67%	70%	69%
At Meets Grade Level or Above	2023	45%	45%	**46%**	31%	37%	59%	55%	68%	39%	52%	30%	49%	49%	40%	37%	36%
	2022	42%	43%	**44%**	32%	36%	55%	54%	65%	38%	44%	28%	42%	48%	36%	36%	35%
At Masters Grade Level	2023	19%	19%	**18%**	9%	12%	26%	30%	40%	13%	17%	10%	19%	20%	15%	12%	13%
	2022	20%	21%	**21%**	13%	15%	28%	29%	39%	15%	18%	12%	16%	23%	16%	15%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**81%**	76%	75%	88%	95%	93%	70%	84%	58%	83%	82%	77%	76%	71%
	2022	76%	76%	**78%**	71%	73%	86%	78%	83%	63%	82%	50%	68%	81%	72%	73%	68%
At Meets Grade Level or Above	2023	47%	48%	**54%**	44%	44%	66%	41%	80%	30%	62%	31%	54%	57%	46%	45%	39%
	2022	47%	49%	**51%**	41%	43%	62%	50%	65%	38%	53%	30%	45%	54%	44%	42%	36%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	19%	**23%**	15%	16%	31%	18%	48%	5%	23%	9%	24%	24%	19%	15%	14%
	2022	21%	22%	**24%**	15%	17%	34%	22%	39%	21%	29%	13%	22%	27%	18%	17%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	**81%**	71%	76%	88%	88%	94%	89%	82%	59%	87%	84%	72%	75%	72%
	2022	75%	77%	**75%**	69%	68%	82%	78%	88%	69%	76%	50%	65%	78%	65%	67%	59%
At Meets Grade Level or Above	2023	52%	54%	**57%**	43%	50%	66%	63%	74%	33%	57%	35%	61%	60%	46%	47%	42%
	2022	50%	52%	**50%**	40%	41%	61%	56%	68%	46%	54%	31%	37%	53%	41%	39%	27%
At Masters Grade Level	2023	27%	29%	**31%**	23%	24%	41%	25%	49%	22%	35%	16%	37%	34%	24%	23%	18%
	2022	30%	32%	**32%**	23%	24%	41%	33%	49%	38%	30%	15%	24%	34%	23%	22%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	38%	**37%**	21%	28%	49%	40%	55%	30%	40%	30%	40%	38%	33%	28%	29%
	2022	36%	38%	**38%**	30%	28%	49%	25%	51%	23%	48%	26%	28%	39%	34%	29%	26%
Reading and Mathematics Including EOC	2023	37%	38%	**37%**	21%	28%	49%	40%	55%	30%	40%	30%	40%	38%	33%	28%	29%
	2022	36%	38%	**38%**	30%	28%	49%	25%	51%	23%	48%	26%	28%	39%	34%	29%	26%
Reading Including EOC	2023	50%	51%	**51%**	38%	41%	63%	40%	64%	40%	55%	38%	57%	52%	47%	42%	39%
	2022	51%	53%	**52%**	42%	41%	65%	50%	65%	38%	64%	34%	42%	53%	49%	43%	36%
Math Including EOC	2023	45%	45%	**44%**	23%	36%	57%	40%	64%	30%	44%	37%	49%	46%	39%	36%	39%
	2022	43%	44%	**45%**	36%	35%	55%	50%	58%	31%	55%	32%	42%	46%	39%	36%	34%
4th Graders																	
Reading and Mathematics	2023	38%	39%	**37%**	24%	28%	48%	25%	60%	33%	45%	24%	31%	39%	32%	27%	24%
	2022	36%	37%	**34%**	20%	27%	42%	50%	54%	17%	28%	22%	18%	36%	27%	25%	27%
Reading and Mathematics Including EOC	2023	38%	39%	**37%**	24%	28%	48%	25%	60%	33%	45%	24%	31%	39%	32%	27%	24%
	2022	36%	37%	**34%**	20%	27%	42%	50%	54%	17%	28%	22%	18%	36%	27%	25%	27%
Reading Including EOC	2023	48%	49%	**50%**	43%	41%	61%	25%	66%	33%	60%	30%	41%	52%	46%	40%	36%
	2022	54%	56%	**54%**	41%	48%	64%	67%	70%	33%	50%	35%	49%	56%	51%	46%	46%
Math Including EOC	2023	48%	48%	**44%**	31%	35%	56%	38%	66%	56%	54%	33%	44%	47%	39%	34%	30%
	2022	43%	44%	**42%**	24%	36%	49%	50%	61%	17%	43%	27%	31%	44%	35%	34%	37%
5th Graders																	
Reading and Mathematics	2023	43%	43%	**45%**	33%	37%	56%	29%	78%	25%	44%	23%	51%	48%	39%	35%	34%
	2022	41%	41%	**41%**	33%	32%	51%	*	58%	40%	42%	25%	39%	44%	34%	34%	29%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	43%	**45%**	33%	37%	56%	29%	78%	25%	44%	23%	51%	48%	39%	35%	34%
	2022	41%	41%	**41%**	33%	32%	51%	*	58%	40%	42%	25%	39%	44%	34%	34%	29%
Reading Including EOC	2023	57%	57%	**61%**	52%	54%	70%	71%	84%	50%	66%	30%	64%	63%	57%	53%	50%
	2022	58%	59%	**60%**	54%	50%	72%	*	70%	50%	66%	30%	53%	62%	56%	53%	47%
Math Including EOC	2023	51%	51%	**51%**	39%	44%	61%	43%	86%	38%	53%	30%	55%	54%	44%	42%	43%
	2022	48%	48%	**48%**	39%	40%	57%	*	66%	50%	49%	31%	53%	52%	39%	41%	36%
6th Graders																	
Reading and Mathematics	2023	35%	37%	**37%**	24%	26%	50%	*	56%	33%	48%	22%	26%	40%	30%	26%	24%
	2022	31%	33%	**31%**	20%	20%	44%	67%	49%	0%	40%	18%	32%	32%	29%	21%	20%
Reading and Mathematics Including EOC	2023	35%	37%	**37%**	24%	26%	50%	*	56%	33%	48%	22%	26%	40%	30%	26%	24%
	2022	31%	33%	**31%**	20%	20%	44%	67%	49%	0%	40%	18%	32%	32%	29%	21%	20%
Reading Including EOC	2023	52%	54%	**55%**	42%	44%	67%	*	76%	67%	63%	27%	42%	57%	49%	45%	40%
	2022	43%	45%	**42%**	26%	32%	57%	80%	53%	0%	47%	25%	36%	44%	38%	32%	30%
Math Including EOC	2023	40%	43%	**42%**	33%	31%	56%	*	56%	33%	56%	26%	42%	45%	35%	31%	28%
	2022	40%	42%	**42%**	24%	30%	57%	67%	63%	20%	43%	27%	43%	44%	37%	31%	31%
7th Graders																	
Reading and Mathematics	2023	37%	39%	**41%**	21%	30%	55%	92%	68%	0%	47%	19%	44%	42%	38%	32%	34%
	2022	32%	33%	**39%**	27%	27%	53%	*	68%	33%	40%	25%	47%	43%	30%	29%	30%
Reading and Mathematics Including EOC	2023	38%	40%	**41%**	21%	30%	56%	92%	68%	0%	47%	19%	44%	42%	39%	32%	34%
	2022	33%	34%	**39%**	27%	27%	53%	*	68%	33%	41%	25%	47%	43%	30%	29%	30%
Reading Including EOC	2023	55%	56%	**58%**	50%	49%	69%	92%	78%	25%	62%	25%	62%	60%	54%	50%	51%
	2022	56%	58%	**57%**	47%	46%	71%	*	75%	50%	61%	37%	58%	60%	51%	49%	46%
Math Including EOC	2023	43%	45%	**47%**	24%	36%	62%	92%	71%	13%	53%	28%	56%	49%	43%	38%	39%
	2022	37%	37%	**45%**	29%	34%	58%	*	76%	33%	45%	27%	56%	49%	35%	34%	36%
8th Graders																	
Reading and Mathematics	2023	31%	30%	**31%**	26%	23%	43%	*	44%	*	36%	23%	37%	33%	27%	24%	16%
	2022	27%	26%	**26%**	22%	21%	36%	29%	32%	40%	24%	21%	28%	28%	22%	21%	17%
Reading and Mathematics Including EOC	2023	44%	44%	**48%**	36%	37%	61%	*	72%	67%	51%	24%	44%	51%	40%	37%	35%
	2022	41%	41%	**42%**	34%	35%	51%	33%	58%	40%	42%	23%	32%	45%	32%	35%	29%
Reading Including EOC	2023	58%	59%	**58%**	50%	48%	69%	*	83%	83%	59%	28%	55%	61%	51%	49%	46%
	2022	58%	60%	**55%**	50%	48%	61%	44%	72%	40%	63%	24%	44%	58%	45%	49%	43%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	50%	**57%**	41%	47%	71%	*	75%	67%	59%	30%	58%	61%	48%	47%	45%
	2022	48%	47%	**52%**	42%	46%	62%	44%	67%	60%	49%	29%	47%	56%	42%	45%	41%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**38%**	25%	29%	51%	57%	60%	26%	44%	24%	38%	40%	33%	29%	27%
	2022	34%	35%	**35%**	25%	26%	47%	52%	54%	27%	38%	23%	32%	38%	29%	27%	25%
Reading and Mathematics Including EOC	2023	39%	40%	**41%**	27%	31%	53%	59%	64%	30%	46%	24%	40%	43%	36%	31%	30%
	2022	36%	38%	**38%**	28%	28%	49%	52%	57%	27%	41%	23%	33%	40%	31%	29%	27%
Reading Including EOC	2023	53%	54%	**56%**	46%	46%	67%	67%	76%	48%	61%	30%	54%	58%	51%	46%	44%
	2022	53%	55%	**54%**	44%	44%	65%	66%	68%	38%	59%	31%	47%	56%	48%	45%	41%
Math Including EOC	2023	47%	47%	**48%**	32%	38%	61%	64%	69%	38%	53%	31%	51%	50%	41%	38%	37%
	2022	43%	44%	**46%**	33%	37%	56%	59%	65%	36%	48%	29%	45%	49%	38%	37%	36%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
BIRDVILLE ISD (220902) - TARRANT COUNTY

	School Year	State	Region11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**55%**	49%	51%	62%	25%	69%	50%	56%	44%	54%	56%	55%	51%	47%
Grade 4 Mathematics	2023	63%	62%	**57%**	50%	54%	61%	63%	72%	72%	63%	57%	59%	57%	58%	54%	49%
Grade 5 ELA/Reading	2023	65%	64%	**69%**	64%	66%	73%	71%	86%	57%	70%	52%	64%	72%	64%	65%	66%
Grade 5 Mathematics	2023	71%	70%	**72%**	74%	69%	74%	50%	92%	57%	81%	71%	78%	72%	73%	69%	70%
Grade 6 ELA/Reading	2023	51%	51%	**51%**	44%	45%	56%	*	68%	61%	52%	44%	51%	52%	46%	44%	45%
Grade 6 Mathematics	2023	54%	57%	**56%**	60%	49%	63%	*	59%	50%	67%	62%	64%	57%	55%	51%	48%
Grade 7 ELA/Reading	2023	71%	70%	**76%**	81%	73%	76%	100%	87%	50%	72%	51%	74%	77%	71%	73%	73%
Grade 7 Mathematics	2023	56%	55%	**63%**	48%	57%	72%	88%	75%	42%	64%	48%	66%	64%	61%	58%	59%
Grade 8 ELA/Reading	2023	63%	62%	**62%**	59%	58%	65%	*	78%	*	66%	47%	61%	63%	58%	58%	58%
Grade 8 Mathematics	2023	74%	73%	**74%**	68%	72%	78%	*	79%	*	65%	64%	72%	76%	69%	71%	73%
End of Course English I	2023	57%	57%	**65%**	65%	60%	70%	78%	76%	67%	58%	42%	72%	67%	59%	61%	58%
End of Course English II	2023	74%	74%	**78%**	76%	75%	82%	67%	71%	100%	84%	56%	77%	79%	75%	74%	74%
End of Course Algebra I	2023	76%	77%	**74%**	70%	74%	72%	50%	86%	88%	77%	67%	84%	74%	74%	73%	76%
All Grades Both Subjects	2023	64%	64%	**65%**	63%	62%	69%	69%	76%	63%	66%	54%	67%	66%	63%	62%	61%
All Grades ELA/Reading	2023	63%	62%	**65%**	63%	61%	69%	72%	77%	62%	64%	48%	64%	67%	61%	61%	60%
All Grades Mathematics	2023	66%	66%	**66%**	62%	62%	70%	65%	76%	65%	70%	61%	70%	66%	65%	62%	62%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**34%**	44%	31%	39%	*	*	*	44%	18%	29%	32%	37%	32%	29%
Grade 4 Mathematics	2023	27%	24%	**27%**	31%	30%	19%	*	*	*	31%	16%	13%	27%	28%	26%	28%
Grade 5 ELA/Reading	2023	37%	36%	**35%**	30%	37%	36%	-	*	*	17%	22%	14%	32%	39%	35%	35%
Grade 5 Mathematics	2023	48%	45%	**53%**	60%	49%	54%	*	*	*	79%	42%	29%	55%	48%	51%	43%
Grade 6 ELA/Reading	2023	26%	25%	**26%**	19%	29%	26%	-	25%	*	25%	22%	9%	29%	21%	26%	26%
Grade 6 Mathematics	2023	35%	37%	**35%**	36%	33%	42%	-	14%	*	27%	29%	43%	32%	40%	34%	27%
Grade 7 ELA/Reading	2023	39%	38%	**45%**	43%	43%	53%	*	67%	*	36%	24%	55%	48%	40%	44%	38%
Grade 7 Mathematics	2023	22%	21%	**23%**	15%	22%	28%	-	43%	*	38%	17%	40%	24%	21%	22%	19%
Grade 8 ELA/Reading	2023	39%	38%	**40%**	30%	43%	39%	*	17%	*	58%	21%	40%	40%	39%	38%	37%
Grade 8 Mathematics	2023	49%	47%	**48%**	45%	49%	54%	*	25%	*	36%	21%	38%	51%	43%	45%	45%
End of Course English I	2023	26%	28%	**41%**	30%	39%	45%	*	63%	*	25%	11%	83%	44%	32%	40%	36%
End of Course English II	2023	41%	42%	**47%**	45%	44%	54%	*	50%	*	57%	25%	14%	49%	44%	44%	43%
End of Course Algebra I	2023	58%	56%	**58%**	58%	60%	51%	*	100%	*	57%	46%	56%	61%	54%	58%	58%
All Grades Both Subjects	2023	38%	37%	**40%**	39%	40%	42%	47%	43%	25%	43%	25%	35%	41%	38%	39%	36%
All Grades ELA/Reading	2023	35%	35%	**39%**	36%	38%	44%	50%	40%	23%	39%	21%	34%	41%	37%	37%	35%
All Grades Mathematics	2023	40%	39%	**41%**	42%	41%	41%	44%	46%	27%	46%	29%	36%	42%	40%	40%	37%

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

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	77%	**79%**	64%	-	-	-	64%	-	69%	72%	69%	*	64%	82%	68%	97%
	2022	74%	75%	**76%**	64%	-	-	-	64%	-	63%	68%	62%	64%	73%	79%	63%	92%
At Meets Grade Level or Above	2023	49%	50%	**53%**	32%	-	-	-	32%	-	37%	43%	36%	*	29%	57%	35%	82%
	2022	48%	50%	**50%**	31%	-	-	-	31%	-	32%	40%	30%	27%	36%	54%	32%	69%
At Masters Grade Level	2023	20%	21%	**22%**	9%	-	-	-	9%	-	11%	17%	10%	*	8%	24%	10%	43%
	2022	23%	24%	**24%**	13%	-	-	-	13%	-	12%	20%	10%	13%	14%	27%	12%	39%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**79%**	68%	-	-	-	68%	-	68%	74%	67%	*	63%	82%	68%	97%
	2022	75%	76%	**76%**	66%	-	-	-	66%	-	61%	71%	58%	52%	78%	80%	62%	95%
At Meets Grade Level or Above	2023	53%	55%	**56%**	38%	-	-	-	38%	-	39%	47%	38%	*	32%	61%	39%	87%
	2022	53%	55%	**53%**	35%	-	-	-	35%	-	33%	45%	30%	22%	46%	58%	34%	80%
At Masters Grade Level	2023	20%	21%	**21%**	11%	-	-	-	11%	-	9%	18%	8%	*	10%	24%	10%	39%
	2022	25%	26%	**25%**	17%	-	-	-	17%	-	11%	22%	8%	11%	20%	29%	13%	42%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	**77%**	66%	-	-	-	66%	-	69%	73%	69%	*	61%	79%	68%	94%
	2022	72%	73%	**75%**	67%	-	-	-	67%	-	66%	67%	65%	72%	74%	78%	66%	92%
At Meets Grade Level or Above	2023	45%	45%	**46%**	34%	-	-	-	34%	-	33%	42%	31%	*	23%	50%	33%	71%
	2022	42%	43%	**44%**	31%	-	-	-	31%	-	31%	38%	29%	32%	34%	48%	31%	68%
At Masters Grade Level	2023	19%	19%	**18%**	9%	-	-	-	9%	-	12%	16%	11%	*	7%	20%	11%	37%
	2022	20%	21%	**21%**	11%	-	-	-	11%	-	14%	20%	12%	15%	14%	23%	13%	40%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**81%**	41%	-	-	-	41%	-	74%	60%	75%	*	70%	84%	67%	97%
	2022	76%	76%	**78%**	47%	-	-	-	47%	-	68%	60%	70%	74%	75%	82%	64%	95%
At Meets Grade Level or Above	2023	47%	48%	**54%**	12%	-	-	-	12%	-	38%	34%	39%	*	30%	59%	33%	82%
	2022	47%	49%	**51%**	18%	-	-	-	18%	-	36%	32%	37%	30%	25%	56%	33%	67%
At Masters Grade Level	2023	18%	19%	**23%**	5%	-	-	-	5%	-	10%	16%	10%	*	4%	25%	9%	50%
	2022	21%	22%	**24%**	7%	-	-	-	7%	-	10%	10%	10%	15%	4%	28%	9%	40%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	**81%**	-	-	-	-	-	-	68%	-	68%	-	77%	83%	68%	97%
	2022	75%	77%	**75%**	-	-	-	-	-	-	56%	*	55%	76%	38%	79%	56%	81%
At Meets Grade Level or Above	2023	52%	54%	**57%**	-	-	-	-	-	-	34%	-	34%	-	46%	60%	35%	85%
	2022	50%	52%	**50%**	-	-	-	-	-	-	25%	*	24%	31%	8%	56%	24%	52%
At Masters Grade Level	2023	27%	29%	**31%**	-	-	-	-	-	-	14%	-	14%	-	8%	35%	14%	50%
	2022	30%	32%	**32%**	-	-	-	-	-	-	11%	*	10%	14%	8%	37%	11%	31%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**65%**	57%	-	-	-	57%	-	61%	60%	61%	*	47%	67%	59%	77%
All Grades ELA/Reading	2023	63%	62%	**65%**	56%	-	-	-	56%	-	60%	55%	60%	*	42%	67%	58%	77%

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	66%	**66%**	57%	-	-	-	57%	-	62%	64%	62%	-	53%	67%	61%	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**40%**	34%	-	-	-	34%	-	37%	36%	37%	*	27%	43%	36%	60%
All Grades ELA/Reading	2023	35%	35%	**39%**	34%	-	-	-	34%	-	36%	30%	36%	*	28%	42%	35%	56%
All Grades Mathematics	2023	40%	39%	**41%**	33%	-	-	-	33%	-	38%	41%	37%	-	27%	44%	36%	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.

	State	Region 11	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	**92%**	90%	91%	96%	93%	82%	90%	93%	94%	85%	95%	86%	92%	86%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	3%	3%	3%	6%	6%	3%	12%	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**3%**	2%	4%	1%	3%	15%	4%	0%	2%	1%	3%	4%	4%	10%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	92%	92%	**91%**	90%	89%	95%	92%	79%	90%	93%	94%	84%	94%	85%	90%	81%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	4%	3%	5%	3%	4%	6%	3%	13%	2%	10%	3%	4%
Not Included in Accountability: Other Exclusions	3%	3%	**5%**	2%	7%	1%	3%	18%	6%	1%	2%	2%	4%	5%	6%	15%
Not Tested	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	100%	100%	100%	99%	99%	99%	99%	99%	100%
Included in Accountability	94%	94%	**93%**	90%	93%	95%	94%	81%	94%	93%	95%	85%	96%	86%	93%	88%
Not Included in Accountability: Mobile	5%	5%	**4%**	8%	4%	3%	2%	3%	3%	6%	3%	13%	2%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	1%	2%	1%	2%	16%	3%	1%	1%	1%	2%	3%	3%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	0%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	1%	2%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	96%	100%	100%	100%	99%	98%	99%	99%	99%	100%
Included in Accountability	93%	94%	**93%**	90%	94%	95%	92%	81%	83%	95%	94%	86%	96%	87%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	3%	0%	2%	17%	5%	4%	12%	2%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	2%	2%	1%	4%	16%	0%	0%	1%	0%	2%	3%	3%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	4%	0%	0%	0%	1%	2%	1%	1%	1%	0%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	1%	1%	4%	0%	0%	0%	1%	2%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	94%	94%	**95%**	92%	94%	97%	100%	96%	82%	94%	96%	91%	97%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	3%	2%	0%	2%	18%	6%	2%	7%	1%	7%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	2%	0%	0%	1%	0%	1%	2%	2%	4%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	92%	**91%**	86%	87%	94%	-	98%	*	91%	*	*	92%	78%	90%	84%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	89%	93%	96%	94%	95%	88%	93%	94%	85%	97%	86%	94%	91%
Not Included in Accountability: Mobile	5%	5%	**4%**	10%	4%	3%	4%	3%	11%	6%	4%	13%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	1%	2%	0%	1%	2%	1%	0%	1%	1%	1%	2%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	92%	92%	**93%**	88%	91%	96%	94%	92%	89%	92%	94%	86%	96%	85%	93%	87%
Not Included in Accountability: Mobile	5%	5%	**4%**	9%	4%	3%	5%	4%	10%	6%	4%	12%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	1%	4%	0%	2%	4%	2%	0%	1%	1%	2%	3%	3%	9%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	98%	100%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	94%	**94%**	88%	93%	95%	93%	95%	90%	92%	95%	86%	97%	86%	95%	93%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	11%	4%	3%	5%	4%	10%	7%	4%	13%	2%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	1%	1%	2%	2%	0%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	1%	2%	0%	0%	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	99%	99%	95%	100%	100%	99%	99%	98%	99%	99%	99%	99%
Included in Accountability	93%	94%	**95%**	91%	94%	96%	90%	98%	89%	95%	94%	81%	98%	88%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	9%	4%	3%	5%	1%	11%	4%	5%	17%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	2%	1%	**1%**	0%	1%	1%	5%	0%	0%	1%	1%	2%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	5%	0%	0%	1%	1%	2%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	99%	100%	99%	100%	98%	99%	97%	99%	99%	99%	99%
Included in Accountability	94%	95%	**96%**	91%	96%	97%	100%	99%	81%	94%	96%	83%	98%	89%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	9%	3%	2%	0%	0%	19%	4%	3%	14%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	2%	1%	**1%**	0%	1%	1%	0%	1%	0%	2%	1%	3%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	0%	1%	0%	2%	1%	3%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	**81%**	74%	75%	82%	*	98%	*	88%	-	*	83%	56%	67%	60%

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**92.7%**	92.1%	92.4%	92.9%	92.2%	95.4%	91.7%	92.0%	91.9%	92.0%	93.6%
2020-21	95.0%	95.2%	**95.7%**	95.3%	95.1%	96.3%	96.1%	97.4%	94.7%	95.6%	94.6%	95.0%	95.5%
Chronic Absenteeism													
2021-22	25.7%	23.8%	**24.8%**	29.5%	26.2%	23.1%	24.7%	10.9%	33.7%	27.5%	29.2%	28.1%	20.2%
2020-21	15.0%	14.5%	**12.4%**	14.4%	15.0%	9.3%	12.1%	6.2%	19.8%	13.6%	16.6%	15.3%	13.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.8%	**1.6%**	2.1%	1.6%	1.3%	0.0%	3.0%	0.0%	1.4%	1.5%	1.7%	1.7%
2020-21	0.9%	0.8%	**0.8%**	0.7%	1.1%	0.6%	0.0%	1.3%	0.0%	0.0%	0.9%	1.1%	1.6%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.1%	**1.4%**	1.2%	1.7%	1.2%	3.1%	0.0%	0.0%	1.8%	2.3%	1.8%	1.6%
2020-21	2.4%	2.1%	**2.0%**	1.8%	2.3%	1.8%	6.5%	0.0%	8.7%	1.8%	3.2%	2.2%	3.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	89.5%	**92.9%**	94.6%	91.0%	93.9%	88.9%	100.0%	83.3%	91.7%	84.7%	90.9%	85.6%
Received TxCHSE	0.3%	0.3%	**0.3%**	0.0%	0.0%	0.7%	0.0%	0.0%	16.7%	0.0%	0.8%	0.3%	0.0%
Continued HS	3.5%	4.0%	**1.9%**	3.0%	2.4%	1.3%	0.0%	0.0%	0.0%	2.8%	2.4%	2.5%	2.3%
Dropped Out	6.4%	6.2%	**4.9%**	2.4%	6.6%	4.2%	11.1%	0.0%	0.0%	5.6%	12.1%	6.4%	12.2%
Graduates and TxCHSE	90.0%	89.8%	**93.2%**	94.6%	91.0%	94.5%	88.9%	100.0%	100.0%	91.7%	85.5%	91.2%	85.6%
Graduates, TxCHSE, and Continuers	93.6%	93.8%	**95.1%**	97.6%	93.4%	95.8%	88.9%	100.0%	100.0%	94.4%	87.9%	93.6%	87.8%
Class of 2021													
Graduated	90.0%	90.2%	**91.0%**	93.8%	87.6%	93.8%	*	92.2%	*	92.7%	79.0%	89.5%	79.4%
Received TxCHSE	0.3%	0.3%	**0.4%**	0.0%	0.1%	0.8%	*	1.0%	*	0.0%	0.0%	0.5%	0.5%
Continued HS	3.9%	4.1%	**3.7%**	3.8%	4.4%	2.3%	*	6.8%	*	5.5%	13.8%	3.3%	6.3%
Dropped Out	5.8%	5.3%	**4.9%**	2.5%	7.9%	3.1%	*	0.0%	*	1.8%	7.2%	6.8%	13.8%
Graduates and TxCHSE	90.3%	90.5%	**91.4%**	93.8%	87.8%	94.6%	*	93.2%	*	92.7%	79.0%	90.0%	79.9%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	**95.1%**	97.5%	92.1%	96.9%	*	100.0%	*	98.2%	92.8%	93.2%	86.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	92.9%	**94.7%**	97.5%	92.0%	96.2%	*	99.0%	*	98.1%	92.8%	92.7%	85.7%
Received TxCHSE	0.4%	0.4%	**0.4%**	0.0%	0.1%	0.8%	*	1.0%	*	0.0%	0.0%	0.5%	0.5%
Continued HS	1.0%	1.1%	**0.1%**	0.0%	0.0%	0.2%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
Dropped Out	6.3%	5.6%	**4.8%**	2.5%	7.9%	2.8%	*	0.0%	*	1.9%	7.2%	6.7%	13.8%
Graduates and TxCHSE	92.7%	93.3%	**95.2%**	97.5%	92.1%	97.0%	*	100.0%	*	98.1%	92.8%	93.2%	86.2%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	94.4%	**95.2%**	97.5%	92.1%	97.2%	*	100.0%	*	98.1%	92.8%	93.3%	86.2%
Class of 2020													
Graduated	92.2%	93.1%	**96.6%**	97.9%	94.9%	97.9%	85.7%	99.1%	*	94.1%	92.7%	94.8%	90.8%
Received TxCHSE	0.5%	0.6%	**0.2%**	0.0%	0.3%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	1.3%	**0.4%**	0.7%	0.6%	0.2%	0.0%	0.0%	*	2.9%	5.6%	0.4%	0.0%
Dropped Out	6.2%	5.0%	**2.7%**	1.4%	4.2%	1.6%	14.3%	0.9%	*	2.9%	1.6%	4.4%	9.2%
Graduates and TxCHSE	92.7%	93.7%	**96.8%**	97.9%	95.2%	98.3%	85.7%	99.1%	*	94.1%	92.7%	95.3%	90.8%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**97.3%**	98.6%	95.8%	98.4%	85.7%	99.1%	*	97.1%	98.4%	95.6%	90.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.8%	**97.0%**	98.6%	95.5%	97.9%	85.7%	99.1%	*	97.0%	97.5%	95.1%	90.8%
Received TxCHSE	0.5%	0.6%	**0.3%**	0.0%	0.3%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.5%	0.6%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.8%	0.0%	0.0%
Dropped Out	6.2%	5.0%	**2.7%**	1.4%	4.3%	1.4%	14.3%	0.9%	*	3.0%	1.7%	4.4%	9.2%
Graduates and TxCHSE	93.2%	94.4%	**97.3%**	98.6%	95.7%	98.4%	85.7%	99.1%	*	97.0%	97.5%	95.6%	90.8%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**97.3%**	98.6%	95.7%	98.6%	85.7%	99.1%	*	97.0%	98.3%	95.6%	90.8%
Class of 2019													
Graduated	92.6%	93.8%	**95.2%**	96.5%	94.5%	95.4%	90.0%	100.0%	*	91.5%	88.6%	92.9%	89.8%
Received TxCHSE	0.6%	0.7%	**0.4%**	0.7%	0.3%	0.4%	10.0%	0.0%	*	0.0%	0.0%	0.7%	0.8%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.9%	**4.4%**	2.8%	5.2%	4.1%	0.0%	0.0%	*	8.5%	11.4%	6.3%	9.4%
Graduates and TxCHSE	93.2%	94.4%	**95.6%**	97.2%	94.8%	95.9%	100.0%	100.0%	*	91.5%	88.6%	93.7%	90.6%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**95.6%**	97.2%	94.8%	95.9%	100.0%	100.0%	*	91.5%	88.6%	93.7%	90.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	89.5%	**91.9%**	94.1%	89.5%	93.2%	90.0%	98.8%	83.3%	91.7%	79.4%	90.3%	83.7%
Class of 2021	90.0%	90.2%	**90.6%**	93.2%	87.1%	93.4%	*	92.3%	*	92.9%	78.6%	89.1%	78.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	**2.0%**	1.9%	1.9%	2.3%	0.0%	1.2%	0.0%	3.0%	7.6%	2.1%	4.7%
Class of 2021	3.8%	2.8%	**2.3%**	2.0%	2.9%	2.0%	*	0.0%	*	3.9%	5.5%	2.5%	6.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	81.7%	**78.0%**	75.8%	72.2%	83.5%	87.5%	87.8%	80.0%	78.8%	31.4%	73.0%	61.1%
Class of 2021	81.9%	81.9%	**72.0%**	69.3%	65.2%	78.0%	*	87.4%	*	60.8%	23.9%	63.6%	47.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	85.2%	**80.0%**	77.7%	74.1%	85.8%	87.5%	89.0%	80.0%	81.8%	39.0%	75.1%	65.8%
Class of 2021	85.7%	84.7%	**74.3%**	71.3%	68.1%	80.0%	*	87.4%	*	64.7%	29.4%	66.2%	53.3%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	23.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	14.5%	**0.0%**	-	*	*	-	*	-	-	0.0%	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	**2.0%**	1.8%	1.8%	2.5%	0.0%	1.1%	0.0%	2.9%	6.3%	2.2%	5.0%
2020-21	3.8%	2.7%	**2.2%**	1.9%	3.0%	1.8%	*	0.0%	*	3.8%	4.8%	2.5%	6.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	79.6%	**75.7%**	72.5%	70.0%	81.5%	77.8%	86.2%	80.0%	77.1%	28.3%	70.3%	58.2%
2020-21	80.4%	80.4%	**70.5%**	68.8%	63.8%	76.3%	*	86.6%	*	56.6%	21.6%	62.6%	48.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	83.1%	**77.7%**	74.3%	71.8%	84.0%	77.8%	87.4%	80.0%	80.0%	34.6%	72.5%	63.2%
2020-21	84.1%	83.0%	**72.5%**	70.8%	66.5%	77.7%	*	85.7%	*	60.4%	25.4%	64.9%	54.3%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
BIRDVILLE ISD (220902) - TARRANT COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	1,545	100.0%	368,686	100.0%
By Ethnicity:				
African American	167	10.8%	45,227	12.3%
Hispanic	673	43.6%	191,125	51.8%
White	569	36.8%	103,171	28.0%
American Indian	9	0.6%	1,159	0.3%
Asian	87	5.6%	18,794	5.1%
Pacific Islander	5	0.3%	569	0.2%
Two or More Races	35	2.3%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	345	22.3%	51,023	13.8%
Foundation H.S. Program (Endorsement)	31	2.0%	14,179	3.8%
Foundation H.S. Program (DLA)	1,169	75.7%	302,917	82.2%
Special Education Graduates	127	8.2%	32,447	8.8%
Economically Disadvantaged Graduates	734	47.5%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	201	13.0%	40,398	11.0%
At-Risk Graduates	720	46.6%	159,689	43.3%
CTE Completers	214	13.9%	107,502	29.2%

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	66.6%	**56.4%**	42.5%	51.9%	64.1%	33.3%	73.6%	40.0%	48.6%	69.3%	46.2%	37.3%
2020-21	65.2%	61.8%	**58.3%**	41.6%	55.5%	64.0%	*	67.3%	*	58.5%	65.4%	50.2%	43.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	50.1%	**40.9%**	21.0%	36.4%	49.0%	22.2%	65.5%	20.0%	37.1%	3.9%	28.2%	23.9%
2020-21	52.7%	48.8%	**45.0%**	33.8%	39.7%	51.4%	*	59.2%	*	39.6%	3.1%	36.2%	23.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.6%	**48.3%**	32.3%	38.3%	62.0%	22.2%	67.8%	60.0%	51.4%	7.9%	34.3%	12.4%
2020-21	56.1%	56.6%	**50.8%**	43.5%	39.3%	62.6%	*	66.3%	*	41.5%	4.6%	38.8%	7.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	47.7%	**36.2%**	22.2%	27.3%	46.6%	33.3%	69.0%	20.0%	28.6%	15.0%	25.1%	16.9%
2020-21	45.7%	43.5%	**41.8%**	32.5%	34.0%	49.7%	*	58.2%	*	39.6%	7.7%	32.5%	20.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.0%	**30.5%**	12.6%	22.6%	41.1%	22.2%	58.6%	20.0%	28.6%	3.1%	18.9%	7.0%
2020-21	40.4%	38.8%	**35.2%**	25.3%	24.5%	46.3%	*	51.0%	*	32.1%	1.5%	24.4%	4.6%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	20.6%	**23.0%**	6.0%	21.5%	26.7%	11.1%	47.1%	20.0%	17.1%	0.8%	16.1%	19.4%
2020-21	21.3%	22.1%	**26.8%**	11.7%	24.0%	31.1%	*	46.9%	*	17.0%	2.3%	21.2%	21.2%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	18.6%	**16.2%**	9.6%	12.2%	22.5%	0.0%	24.1%	0.0%	11.4%	1.6%	8.2%	1.0%
2020-21	25.9%	20.3%	**19.7%**	20.1%	13.2%	26.0%	*	19.4%	*	22.6%	0.0%	12.7%	0.7%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	5.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	5.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	30.1%	**29.3%**	29.9%	27.8%	30.6%	11.1%	34.5%	20.0%	28.6%	68.5%	28.1%	17.9%
2020-21	24.2%	23.3%	**24.7%**	13.0%	25.9%	26.9%	*	22.4%	*	24.5%	65.4%	21.1%	22.5%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.9%	**24.0%**	21.0%	23.2%	24.8%	11.1%	34.5%	20.0%	20.0%	9.4%	21.9%	13.9%

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	18.2%	**20.4%**	10.4%	19.6%	24.2%	*	19.4%	*	17.0%	13.1%	15.5%	11.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.3%	**0.5%**	0.6%	0.1%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%
2020-21	0.7%	0.2%	**0.1%**	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.8%	**3.4%**	5.4%	3.4%	3.2%	0.0%	1.1%	0.0%	5.7%	41.7%	4.6%	2.5%
2020-21	2.4%	2.7%	**3.6%**	1.9%	5.3%	2.4%	*	2.0%	*	5.7%	43.8%	5.0%	10.6%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	3.8%	**2.8%**	4.8%	1.9%	3.5%	0.0%	1.1%	0.0%	5.7%	34.6%	3.0%	3.0%
2020-21	4.4%	3.5%	**2.1%**	1.3%	1.7%	2.1%	*	5.1%	*	3.8%	25.4%	2.6%	2.0%

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.2%	**26.7%**	14.4%	21.2%	35.9%	11.1%	32.2%	60.0%	25.7%	3.1%	18.4%	3.0%
	2020-21	25.9%	24.5%	**31.9%**	28.6%	25.4%	39.2%	*	37.8%	*	24.5%	3.8%	24.2%	5.3%
Mathematics	2021-22	18.7%	15.3%	**15.9%**	8.4%	12.5%	21.1%	11.1%	26.4%	0.0%	8.6%	3.1%	11.4%	6.5%
	2020-21	19.4%	15.9%	**18.5%**	16.9%	16.2%	21.8%	*	15.3%	*	20.8%	3.1%	15.2%	4.6%
Both Subjects	2021-22	12.6%	10.3%	**11.4%**	3.6%	8.9%	16.2%	11.1%	17.2%	0.0%	5.7%	0.8%	7.6%	2.5%
	2020-21	14.4%	12.0%	**13.5%**	13.0%	9.7%	18.0%	*	12.2%	*	11.3%	0.8%	9.9%	3.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	12.5%	**0.8%**	1.2%	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.8%	1.1%	3.0%
	2020-21	8.6%	7.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	13.9%	**4.3%**	7.2%	4.8%	3.5%	11.1%	2.3%	0.0%	0.0%	11.0%	5.0%	7.5%
	2020-21	10.3%	7.9%	**4.4%**	7.1%	6.1%	2.2%	*	3.1%	*	3.8%	3.8%	5.7%	13.2%
Both Subjects	2021-22	7.5%	6.8%	**0.5%**	0.0%	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	2.5%
	2020-21	4.9%	2.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	22.1%	**21.3%**	11.2%	16.8%	25.5%	11.1%	49.7%	26.7%	16.0%	2.9%	13.9%	11.4%
	2021	21.1%	20.9%	**21.6%**	12.7%	15.6%	27.1%	21.4%	47.4%	20.0%	18.6%	1.5%	14.0%	5.9%
English Language Arts	2022	13.2%	12.1%	**11.7%**	5.3%	8.9%	13.9%	11.1%	30.5%	13.3%	11.1%	1.3%	7.0%	2.7%
	2021	12.1%	11.3%	**10.1%**	6.2%	6.5%	13.1%	14.3%	24.2%	20.0%	9.3%	0.6%	6.0%	1.5%
Mathematics	2022	6.9%	6.4%	**5.9%**	2.5%	3.8%	6.7%	0.0%	24.9%	13.3%	0.0%	0.3%	3.5%	3.3%
	2021	6.1%	6.1%	**5.7%**	2.7%	3.5%	7.1%	0.0%	18.4%	10.0%	6.2%	0.0%	3.2%	1.2%
Science	2022	9.6%	9.6%	**9.6%**	3.1%	5.4%	14.2%	0.0%	26.0%	13.3%	3.7%	1.3%	4.3%	3.1%
	2021	8.7%	9.2%	**11.1%**	5.0%	5.9%	16.1%	7.1%	26.8%	10.0%	11.3%	0.3%	5.8%	1.2%
Social Studies	2022	12.5%	12.6%	**11.3%**	4.0%	6.7%	15.4%	0.0%	34.5%	20.0%	8.6%	0.3%	6.1%	2.7%
	2021	11.6%	12.1%	**12.6%**	5.9%	9.1%	15.7%	14.3%	32.1%	20.0%	8.2%	0.9%	8.4%	2.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	57.5%	**60.5%**	30.6%	53.8%	67.4%	*	68.2%	*	53.8%	44.4%	53.5%	39.2%
	2021	48.6%	52.5%	**55.3%**	37.2%	45.8%	60.9%	*	62.2%	*	66.7%	60.0%	46.8%	33.3%
English Language Arts	2022	53.2%	62.4%	**62.0%**	35.3%	46.0%	73.5%	*	70.4%	*	77.8%	*	49.1%	16.7%
	2021	42.7%	51.3%	**55.1%**	38.1%	47.9%	60.4%	*	56.5%	*	55.6%	*	46.5%	16.7%
Mathematics	2022	50.4%	54.0%	**54.5%**	25.0%	41.5%	71.3%	-	43.2%	*	-	*	47.3%	33.3%
	2021	49.4%	53.4%	**60.6%**	44.4%	46.0%	70.7%	-	62.9%	*	33.3%	-	52.8%	20.0%
Science	2022	44.7%	48.4%	**53.9%**	20.0%	44.0%	60.0%	-	54.3%	*	*	*	44.8%	14.3%
	2021	41.4%	42.4%	**46.4%**	23.5%	34.9%	54.3%	*	37.3%	*	63.6%	*	29.2%	20.0%

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	47.5%	**54.8%**	38.5%	47.3%	55.4%	-	67.2%	*	57.1%	*	50.0%	25.0%
	2021	42.2%	46.7%	**47.1%**	55.0%	32.1%	54.2%	*	50.8%	*	50.0%	*	40.6%	18.2%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	71.6%	**62.8%**	66.5%	51.7%	70.1%	88.9%	85.1%	80.0%	77.1%	32.3%	52.4%	44.8%
	2020-21	70.8%	71.9%	**60.7%**	58.4%	52.0%	67.5%	*	79.6%	*	52.8%	14.5%	52.9%	33.8%
At/Above Criterion for All Examinees	2021-22	32.1%	36.2%	**36.1%**	14.4%	27.9%	47.1%	12.5%	54.1%	*	29.6%	9.8%	23.4%	3.3%
	2020-21	32.9%	37.2%	**43.6%**	25.6%	29.3%	55.9%	*	56.4%	*	50.0%	10.5%	31.1%	5.9%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1024	**1006**	904	967	1058	904	1086	*	1017	834	950	852
	2020-21	1002	1014	**1040**	970	978	1093	1260	1089	1020	1049	845	984	854
English Language Arts and Writing	2021-22	506	518	**510**	455	491	537	451	541	*	522	416	480	417
	2020-21	504	511	**522**	494	488	551	600	536	510	529	419	493	412
Mathematics	2021-22	496	506	**496**	450	476	520	453	545	*	495	418	470	435
	2020-21	498	503	**518**	476	489	542	660	553	510	520	425	491	441
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.6	**23.4**	*	21.9	23.7	*	23.8	-	*	*	21.3	*
	2020-21	20.0	21.3	**23.4**	20.0	21.1	24.5	-	24.8	29.0	20.3	-	21.3	13.0
English Language Arts	2021-22	19.2	19.4	**23.8**	*	21.9	24.4	*	23.0	-	*	*	21.1	*
	2020-21	19.6	21.1	**23.2**	19.8	20.7	24.5	-	24.6	30.5	19.3	-	21.3	11.5
Mathematics	2021-22	19.3	19.3	**22.6**	*	20.7	22.3	*	25.3	-	*	*	22.0	*
	2020-21	19.9	20.9	**22.8**	19.9	20.2	23.9	-	24.3	26.0	21.3	-	19.9	15.0
Science	2021-22	19.8	19.8	**23.2**	*	22.9	23.0	*	23.6	-	*	*	21.5	*
	2020-21	20.3	21.5	**23.7**	20.3	22.2	24.5	-	25.0	29.0	21.7	-	22.2	13.0

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.6%	**33.4%**	26.8%	28.2%	38.5%	41.9%	58.0%	34.8%	32.0%	10.3%	25.9%	21.2%
	2020-21	42.5%	40.9%	**34.7%**	25.9%	29.5%	40.0%	20.7%	57.3%	42.9%	35.5%	9.5%	26.3%	17.6%
English Language Arts	2021-22	16.6%	13.9%	**10.8%**	4.7%	8.0%	14.4%	13.8%	23.8%	18.2%	9.2%	1.1%	6.4%	1.3%
	2020-21	16.3%	14.7%	**11.2%**	8.1%	7.3%	14.8%	6.9%	22.2%	10.5%	10.2%	1.0%	6.5%	1.4%
Mathematics	2021-22	19.9%	18.2%	**14.3%**	10.2%	10.4%	18.1%	10.3%	35.1%	23.8%	10.4%	2.4%	10.0%	5.0%
	2020-21	19.3%	18.0%	**14.1%**	8.7%	10.6%	16.6%	4.0%	33.0%	16.7%	16.6%	1.4%	9.1%	3.8%
Science	2021-22	21.1%	19.9%	**18.5%**	16.7%	15.2%	21.6%	11.1%	31.9%	23.8%	17.1%	6.7%	14.4%	10.3%
	2020-21	20.6%	20.6%	**19.8%**	15.3%	16.4%	23.3%	14.3%	29.6%	21.1%	21.8%	7.0%	15.2%	7.1%
Social Studies	2021-22	22.8%	22.3%	**14.9%**	6.4%	9.1%	21.4%	3.4%	39.0%	13.6%	15.6%	0.8%	7.8%	3.1%
	2020-21	22.8%	23.6%	**18.0%**	10.2%	11.8%	24.1%	14.3%	40.6%	27.8%	16.9%	0.8%	10.1%	3.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	41.1%	**46.6%**	51.9%	40.8%	50.0%	*	62.2%	*	32.1%	17.6%	41.8%	19.9%
	2019-20	46.1%	41.8%	**45.7%**	43.2%	37.5%	50.0%	66.7%	67.3%	*	67.6%	16.0%	37.2%	23.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	22,581	100.0%	5,504,150	100.0%	22,637	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	103	0.5%	17,201	0.3%	148	0.7%	25,110	0.5%
Pre-Kindergarten	881	3.9%	243,493	4.4%	881	3.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	108	0.5%	40,199	0.7%	108	0.5%	40,535	0.7%
Pre-Kindergarten: 4-year Old	773	3.4%	203,294	3.7%	773	3.4%	203,749	3.7%
Kindergarten	1,545	6.8%	367,180	6.7%	1,545	6.8%	367,633	6.7%
Grade 1	1,553	6.9%	399,048	7.2%	1,556	6.9%	399,419	7.2%
Grade 2	1,589	7.0%	395,639	7.2%	1,589	7.0%	395,969	7.2%
Grade 3	1,595	7.1%	393,583	7.2%	1,596	7.1%	393,871	7.1%
Grade 4	1,601	7.1%	393,765	7.2%	1,603	7.1%	394,020	7.1%
Grade 5	1,581	7.0%	395,111	7.2%	1,583	7.0%	395,384	7.2%
Grade 6	1,679	7.4%	399,341	7.3%	1,679	7.4%	399,557	7.2%
Grade 7	1,664	7.4%	409,362	7.4%	1,664	7.4%	409,566	7.4%
Grade 8	1,773	7.9%	425,589	7.7%	1,773	7.8%	425,758	7.7%
Grade 9	1,986	8.8%	477,875	8.7%	1,987	8.8%	478,101	8.7%
Grade 10	1,883	8.3%	436,752	7.9%	1,883	8.3%	437,002	7.9%
Grade 11	1,487	6.6%	385,894	7.0%	1,487	6.6%	386,246	7.0%
Grade 12	1,661	7.4%	364,317	6.6%	1,663	7.3%	366,512	6.6%
Ethnic Distribution:								
African American	2,212	9.8%	705,310	12.8%	2,214	9.8%	706,775	12.8%
Hispanic	10,301	45.6%	2,915,219	53.0%	10,322	45.6%	2,921,416	52.9%
White	7,981	35.3%	1,410,571	25.6%	8,009	35.4%	1,416,240	25.7%
American Indian	86	0.4%	17,920	0.3%	86	0.4%	17,976	0.3%
Asian	1,019	4.5%	280,306	5.1%	1,020	4.5%	280,742	5.1%
Pacific Islander	109	0.5%	8,696	0.2%	109	0.5%	8,718	0.2%
Two or More Races	873	3.9%	166,128	3.0%	877	3.9%	166,565	3.0%
Sex:								
Female	10,927	48.4%	2,688,496	48.8%	10,943	48.3%	2,693,780	48.8%
Male	11,654	51.6%	2,815,654	51.2%	11,694	51.7%	2,824,652	51.2%
Economically Disadvantaged	14,337	63.5%	3,415,987	62.1%	14,352	63.4%	3,421,217	62.0%
Non-Educationally Disadvantaged	8,244	36.5%	2,088,163	37.9%	8,285	36.6%	2,097,215	38.0%
Section 504 Students	2,160	9.6%	407,619	7.4%	2,160	9.5%	407,904	7.4%
EB Students/EL	5,656	25.0%	1,269,408	23.1%	5,663	25.0%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	455	1.9%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	1,771	7.8%	302,409	5.5%	1,771	7.8%	302,615	5.5%
Foster Care	51	0.2%	13,415	0.2%	51	0.2%	13,453	0.2%
Homeless	174	0.8%	72,534	1.3%	174	0.8%	72,654	1.3%
Immigrant	446	2.0%	122,390	2.2%	447	2.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	12,213	54.1%	3,555,650	64.6%	12,244	54.1%	3,563,890	64.6%
Military Connected	154	0.7%	199,203	3.6%	154	0.7%	199,325	3.6%
At-Risk	14,516	64.3%	2,935,164	53.3%	14,528	64.2%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	5,603	24.8%	1,278,846	23.2%	5,604	24.8%	1,279,697	23.2%
Career and Technical Education	6,752	29.9%	1,459,380	26.5%	6,753	29.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	4,770	68.0%	1,203,083	72.3%	4,771	68.0%	1,203,363	72.2%
Gifted and Talented Education	1,574	7.0%	453,585	8.2%	1,574	7.0%	453,689	8.2%
Special Education	2,837	12.6%	693,061	12.6%	2,888	12.8%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	2,837		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	1,145	40.4%	305,800	44.1%				
Students with Physical Disabilities	672	23.7%	138,820	20.0%				
Students with Autism	511	18.0%	107,586	15.5%				
Students with Behavioral Disabilities	480	16.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	29	1.0%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	3,160	14.4%	893,031	16.8%				
By Ethnicity: African American	582	2.6%	176,665	3.3%				
Hispanic	1,309	6.0%	462,284	8.7%				
White	997	4.5%	180,620	3.4%				
American Indian	11	0.1%	3,221	0.1%				
Asian	91	0.4%	38,716	0.7%				
Pacific Islander	27	0.1%	2,067	0.0%				
Two or More Races	143	0.7%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	470	16.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	676	13.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	2,121	16.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	3,100	17.8%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	3.0%	1.5%	5.6%	4.5%
Grade 1	3.7%	2.5%	3.6%	3.6%
Grade 2	1.8%	1.6%	1.8%	2.0%
Grade 3	1.3%	0.8%	0.4%	0.9%
Grade 4	0.2%	0.5%	0.8%	0.5%
Grade 5	0.1%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.2%	0.4%	1.3%	0.5%
Grade 8	0.3%	0.4%	0.5%	0.5%
Grade 9	9.4%	8.7%	10.1%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	48	0.4%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.3	18.7
Grade 1	20.3	19.1
Grade 2	19.5	19.1
Grade 3	19.3	19.3
Grade 4	21.1	19.4
Grade 5	21.4	20.8
Grade 6	19.5	19.2
Secondary:		
English/Language Arts	16.1	16.2
Foreign Languages	20.8	18.8
Mathematics	18.8	17.5
Science	17.2	18.5
Social Studies	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
BIRDVILLE ISD (220902) - TARRANT COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	2,991.3	100.0%	763,729.4	100.0%
Professional Staff:	2,022.7	67.6%	489,326.8	64.1%
Teachers	1,507.0	50.4%	371,646.7	48.7%
Professional Support	350.5	11.7%	82,878.8	10.9%
Campus Administration (School Leadership)	97.1	3.2%	25,300.5	3.3%
Central Administration	68.1	2.3%	9,500.8	1.2%
Educational Aides:	320.8	10.7%	86,185.9	11.3%
Auxiliary Staff:	647.9	21.7%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	23.0	n/a	4,258.0	n/a
Part-time Librarians	3.0	n/a	646.0	n/a
Full-time Counselors	72.0	n/a	13,815.0	n/a
Part-time Counselors	4.0	n/a	1,240.0	n/a
Total Minority Staff:	928.9	31.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	74.7	5.0%	44,033.4	11.8%
Hispanic	241.5	16.0%	110,015.9	29.6%
White	1,134.1	75.3%	203,967.5	54.9%
American Indian	5.0	0.3%	1,274.2	0.3%
Asian	26.9	1.8%	7,310.0	2.0%
Pacific Islander	1.9	0.1%	514.6	0.1%
Two or More Races	23.0	1.5%	4,531.1	1.2%
Teachers by Sex:				
Males	349.6	23.2%	90,752.5	24.4%
Females	1,157.4	76.8%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	11.0	0.7%	7,591.2	2.0%
Bachelors	1,086.0	72.1%	268,238.6	72.2%
Masters	400.0	26.5%	92,878.9	25.0%
Doctorate	10.0	0.7%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	142.8	9.5%	36,179.6	9.7%
1-5 Years Experience	349.0	23.2%	97,667.0	26.3%
6-10 Years Experience	342.0	22.7%	76,209.5	20.5%
11-20 Years Experience	420.4	27.9%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
BIRDVILLE ISD (220902) - TARRANT COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	203.9	13.5%	49,550.0	13.3%
Over 30 Years Experience	48.9	3.2%	10,867.4	2.9%
Number of Students per Teacher	15.0	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.7	6.1
Average Years Experience of Principals with District	6.7	5.3
Average Years Experience of Assistant Principals	6.4	5.2
Average Years Experience of Assistant Principals with District	5.1	4.4
Average Years Experience of Teachers:	11.5	11.0
Average Years Experience of Teachers with District:	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$59,919	$53,300
1-5 Years Experience	$60,212	$56,516
6-10 Years Experience	$61,624	$59,732
11-20 Years Experience	$64,485	$63,389
21-30 Years Experience	$69,454	$67,876
Over 30 Years Experience	$77,278	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$63,500	$60,717
Professional Support	$76,823	$72,022
Campus Administration (School Leadership)	$91,172	$85,167
Central Administration	$100,775	$112,702
Instructional Staff Percent:	68.3%	65.1%
Turnover Rate for Teachers:	20.2%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	1.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

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

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	105.1	7.0%	22,050.2	5.9%
Career and Technical Education	74.0	4.9%	19,907.7	5.4%
Compensatory Education	109.8	7.3%	11,928.5	3.2%
Gifted and Talented Education	13.8	0.9%	6,181.8	1.7%
Regular Education	957.4	63.5%	262,398.5	70.6%
Special Education	163.3	10.8%	36,110.2	9.7%
Other	83.6	5.5%	13,069.7	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: HALTOM H S

Campus Number: 220902001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**72%**	68%	70%	74%	*	94%	*	68%	32%	69%	74%	66%	71%	67%
	2022	65%	66%	**61%**	55%	59%	66%	40%	85%	*	44%	30%	57%	65%	50%	58%	52%
At Meets Grade Level or Above	2023	52%	56%	**50%**	41%	49%	51%	*	82%	*	51%	17%	56%	53%	44%	48%	43%
	2022	47%	47%	**42%**	38%	38%	51%	0%	64%	*	40%	20%	29%	45%	33%	38%	28%
At Masters Grade Level	2023	13%	15%	**10%**	10%	7%	14%	*	40%	*	11%	4%	6%	12%	6%	9%	4%
	2022	11%	10%	**7%**	3%	7%	9%	0%	26%	*	8%	4%	0%	9%	3%	5%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	77%	**75%**	69%	74%	82%	*	85%	*	77%	40%	64%	78%	67%	72%	67%
	2022	72%	74%	**69%**	66%	66%	77%	*	72%	*	73%	27%	82%	72%	57%	66%	52%
At Meets Grade Level or Above	2023	54%	58%	**52%**	42%	48%	66%	*	62%	*	69%	27%	45%	56%	40%	48%	36%
	2022	55%	58%	**51%**	40%	49%	62%	*	60%	*	50%	21%	64%	54%	40%	48%	34%
At Masters Grade Level	2023	9%	9%	**7%**	6%	5%	11%	*	15%	*	4%	7%	0%	8%	3%	4%	2%
	2022	9%	9%	**6%**	4%	4%	10%	*	17%	*	9%	7%	9%	8%	2%	5%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**70%**	63%	72%	69%	*	89%	40%	72%	40%	73%	70%	71%	69%	70%
	2022	76%	78%	**69%**	67%	69%	70%	*	91%	*	65%	51%	56%	71%	65%	68%	70%
At Meets Grade Level or Above	2023	43%	48%	**31%**	24%	31%	34%	*	63%	20%	28%	20%	45%	32%	30%	29%	28%
	2022	43%	45%	**32%**	25%	32%	33%	*	48%	*	12%	22%	11%	32%	29%	28%	31%
At Masters Grade Level	2023	23%	25%	**11%**	8%	10%	12%	*	21%	0%	12%	7%	27%	9%	13%	9%	11%
	2022	27%	27%	**12%**	9%	13%	12%	*	22%	*	0%	11%	0%	14%	9%	10%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	91%	**89%**	88%	89%	88%	*	96%	80%	88%	66%	82%	90%	86%	88%	85%
	2022	83%	84%	**82%**	76%	82%	85%	60%	92%	*	79%	51%	90%	83%	79%	80%	77%
At Meets Grade Level or Above	2023	56%	64%	**58%**	59%	56%	60%	*	85%	20%	59%	28%	55%	60%	53%	55%	51%
	2022	55%	61%	**56%**	47%	53%	64%	60%	74%	*	50%	28%	50%	59%	47%	51%	45%
At Masters Grade Level	2023	21%	28%	**22%**	19%	19%	26%	*	46%	0%	24%	5%	18%	23%	18%	18%	15%
	2022	21%	29%	**22%**	13%	18%	32%	20%	47%	*	32%	13%	20%	25%	17%	18%	10%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	96%	**95%**	92%	95%	95%	*	97%	*	100%	86%	100%	97%	87%	95%	94%
	2022	89%	90%	**87%**	78%	86%	91%	*	98%	*	79%	56%	86%	90%	75%	84%	75%
At Meets Grade Level or Above	2023	70%	78%	**72%**	59%	70%	82%	*	81%	*	73%	48%	86%	74%	60%	70%	61%
	2022	68%	72%	**62%**	51%	57%	74%	*	85%	*	64%	36%	57%	65%	51%	55%	36%
At Masters Grade Level	2023	38%	46%	**37%**	25%	33%	49%	*	59%	*	47%	20%	71%	39%	29%	34%	24%
	2022	42%	47%	**36%**	32%	32%	41%	*	66%	*	29%	20%	57%	39%	25%	31%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**86%**	90%	82%	95%	-	85%	*	*	-	*	88%	71%	83%	81%
	2022	92%	95%	**93%**	*	90%	89%	*	100%	-	*	-	*	93%	86%	94%	88%
At Meets Grade Level or Above	2023	61%	63%	**44%**	30%	38%	53%	-	58%	*	*	-	*	46%	21%	38%	52%
	2022	64%	70%	**60%**	*	48%	75%	*	78%	-	*	-	*	61%	43%	54%	25%
At Masters Grade Level	2023	12%	5%	**2%**	0%	1%	3%	-	4%	*	*	-	*	2%	0%	1%	0%
	2022	13%	7%	**6%**	*	2%	7%	*	15%	-	*	-	*	5%	14%	4%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**80%**	76%	79%	82%	54%	92%	68%	79%	49%	75%	82%	74%	78%	76%
	2022	74%	76%	**73%**	69%	72%	77%	60%	89%	50%	68%	43%	73%	76%	65%	71%	64%
At Meets Grade Level or Above	2023	49%	53%	**52%**	45%	50%	57%	8%	74%	32%	54%	26%	54%	55%	44%	49%	44%
	2022	48%	50%	**49%**	41%	46%	57%	20%	69%	38%	44%	25%	42%	52%	39%	44%	34%
At Masters Grade Level	2023	20%	22%	**16%**	13%	14%	20%	0%	34%	0%	17%	8%	19%	17%	12%	13%	10%
	2022	23%	24%	**16%**	12%	13%	20%	5%	34%	38%	16%	11%	15%	18%	10%	13%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**73%**	69%	72%	78%	57%	90%	67%	71%	35%	67%	76%	66%	71%	67%
	2022	75%	76%	**65%**	61%	63%	71%	50%	78%	*	57%	29%	68%	68%	53%	62%	52%
At Meets Grade Level or Above	2023	53%	56%	**51%**	42%	49%	58%	0%	73%	33%	59%	21%	52%	54%	43%	48%	40%
	2022	53%	53%	**46%**	39%	43%	56%	0%	62%	*	45%	20%	44%	49%	36%	43%	31%
At Masters Grade Level	2023	20%	21%	**9%**	8%	6%	12%	0%	29%	0%	8%	5%	4%	10%	5%	7%	3%
	2022	25%	25%	**7%**	4%	5%	9%	0%	21%	*	9%	5%	4%	8%	2%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**74%**	67%	73%	75%	*	87%	57%	73%	40%	75%	75%	71%	72%	71%
	2022	72%	75%	**73%**	69%	72%	73%	60%	96%	*	68%	51%	60%	75%	66%	70%	71%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	46%	**34%**	25%	32%	38%	*	60%	43%	27%	20%	42%	35%	30%	31%	30%
	2022	42%	44%	**36%**	27%	34%	39%	0%	64%	*	16%	22%	20%	38%	30%	30%	31%
At Masters Grade Level	2023	19%	18%	**9%**	7%	8%	10%	*	11%	0%	12%	7%	25%	8%	13%	7%	10%
	2022	20%	21%	**11%**	8%	12%	12%	0%	18%	*	0%	11%	10%	12%	9%	10%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**89%**	88%	89%	88%	*	96%	80%	88%	66%	82%	90%	86%	88%	85%
	2022	76%	78%	**82%**	76%	82%	85%	60%	92%	*	79%	51%	90%	83%	79%	80%	77%
At Meets Grade Level or Above	2023	47%	54%	**58%**	59%	56%	60%	*	85%	20%	59%	28%	55%	60%	53%	55%	51%
	2022	47%	51%	**56%**	47%	53%	64%	60%	74%	*	50%	28%	50%	59%	47%	51%	45%
At Masters Grade Level	2023	18%	23%	**22%**	19%	19%	26%	*	46%	0%	24%	5%	18%	23%	18%	18%	15%
	2022	21%	24%	**22%**	13%	18%	32%	20%	47%	*	32%	13%	20%	25%	17%	18%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**95%**	92%	95%	95%	*	97%	*	100%	86%	100%	97%	87%	95%	94%
	2022	75%	75%	**87%**	78%	86%	91%	*	98%	*	79%	56%	86%	90%	75%	84%	75%
At Meets Grade Level or Above	2023	52%	57%	**72%**	59%	70%	82%	*	81%	*	73%	48%	86%	74%	60%	70%	61%
	2022	50%	50%	**62%**	51%	57%	74%	*	85%	*	64%	36%	57%	65%	51%	55%	36%
At Masters Grade Level	2023	27%	31%	**37%**	25%	33%	49%	*	59%	*	47%	20%	71%	39%	29%	34%	24%
	2022	30%	32%	**36%**	32%	32%	41%	*	66%	*	29%	20%	57%	39%	25%	31%	18%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	**58%**	66%	57%	58%	*	80%	*	37%	29%	70%	60%	51%	57%	56%
End of Course English II	2023	74%	78%	**77%**	73%	77%	80%	*	66%	*	78%	60%	80%	78%	71%	75%	74%
End of Course Algebra I	2023	76%	74%	**70%**	65%	72%	65%	*	78%	*	74%	66%	94%	72%	66%	69%	73%
All Grades Both Subjects	2023	64%	65%	**68%**	69%	67%	68%	70%	75%	67%	60%	51%	81%	69%	62%	66%	67%
All Grades ELA/Reading	2023	63%	65%	**67%**	70%	66%	69%	*	74%	60%	53%	44%	75%	69%	61%	65%	64%
All Grades Mathematics	2023	66%	66%	**70%**	65%	72%	65%	*	78%	*	74%	66%	94%	72%	66%	69%	73%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	41%	**40%**	38%	38%	41%	*	*	*	20%	13%	*	42%	33%	42%	36%
End of Course English II	2023	41%	47%	**50%**	38%	51%	49%	*	60%	-	57%	27%	*	52%	47%	47%	49%
End of Course Algebra I	2023	58%	58%	**55%**	55%	59%	42%	*	*	*	50%	34%	*	55%	55%	56%	56%
All Grades Both Subjects	2023	38%	40%	**49%**	43%	50%	44%	60%	82%	40%	45%	25%	55%	50%	46%	48%	47%
All Grades ELA/Reading	2023	35%	39%	**46%**	38%	46%	45%	*	75%	*	42%	20%	57%	47%	43%	45%	44%
All Grades Mathematics	2023	40%	41%	**55%**	55%	59%	42%	*	*	*	50%	34%	*	55%	55%	56%	56%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**80%**	-	-	-	-	-	-	72%	-	72%	-	95%	81%	73%	98%
	2022	74%	76%	**73%**	-	-	-	-	-	-	60%	*	60%	58%	62%	78%	61%	95%
At Meets Grade Level or Above	2023	49%	53%	**52%**	-	-	-	-	-	-	37%	-	37%	-	65%	55%	38%	83%
	2022	48%	50%	**49%**	-	-	-	-	-	-	30%	*	30%	20%	0%	55%	30%	72%
At Masters Grade Level	2023	20%	22%	**16%**	-	-	-	-	-	-	7%	-	7%	-	15%	17%	7%	37%
	2022	23%	24%	**16%**	-	-	-	-	-	-	6%	*	6%	5%	0%	20%	6%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**73%**	-	-	-	-	-	-	63%	-	63%	-	86%	75%	63%	99%
	2022	75%	76%	**65%**	-	-	-	-	-	-	47%	*	47%	38%	50%	71%	47%	93%
At Meets Grade Level or Above	2023	53%	56%	**51%**	-	-	-	-	-	-	34%	-	34%	-	71%	55%	34%	88%
	2022	53%	53%	**46%**	-	-	-	-	-	-	25%	*	26%	9%	0%	54%	25%	76%
At Masters Grade Level	2023	20%	21%	**9%**	-	-	-	-	-	-	1%	-	1%	-	0%	10%	1%	28%
	2022	25%	25%	**7%**	-	-	-	-	-	-	1%	*	1%	0%	0%	10%	1%	8%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**74%**	-	-	-	-	-	-	68%	-	68%	-	*	74%	69%	88%
	2022	72%	75%	**73%**	-	-	-	-	-	-	69%	-	68%	65%	*	73%	69%	91%
At Meets Grade Level or Above	2023	45%	46%	**34%**	-	-	-	-	-	-	25%	-	25%	-	*	35%	26%	52%
	2022	42%	44%	**36%**	-	-	-	-	-	-	28%	-	28%	23%	*	39%	29%	40%
At Masters Grade Level	2023	19%	18%	**9%**	-	-	-	-	-	-	9%	-	9%	-	*	8%	10%	9%
	2022	20%	21%	**11%**	-	-	-	-	-	-	11%	-	12%	4%	*	12%	12%	5%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**89%**	-	-	-	-	-	-	83%	-	83%	-	100%	90%	83%	99%
	2022	76%	78%	**82%**	-	-	-	-	-	-	74%	-	74%	71%	*	84%	75%	100%
At Meets Grade Level or Above	2023	47%	54%	**58%**	-	-	-	-	-	-	44%	-	44%	-	80%	61%	44%	85%
	2022	47%	51%	**56%**	-	-	-	-	-	-	42%	-	42%	25%	*	61%	41%	79%
At Masters Grade Level	2023	18%	23%	**22%**	-	-	-	-	-	-	9%	-	9%	-	20%	23%	10%	49%
	2022	21%	24%	**22%**	-	-	-	-	-	-	7%	-	7%	4%	*	29%	8%	31%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**95%**	-	-	-	-	-	-	93%	-	93%	-	*	95%	93%	100%
	2022	75%	75%	**87%**	-	-	-	-	-	-	73%	*	71%	76%	*	90%	72%	97%
At Meets Grade Level or Above	2023	52%	57%	**72%**	-	-	-	-	-	-	55%	-	55%	-	*	75%	54%	89%
	2022	50%	50%	**62%**	-	-	-	-	-	-	29%	*	26%	31%	*	70%	28%	81%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

HALTOM H S (220902001) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**37%**	-	-	-	-	-	-	18%	-	18%	-	*	41%	18%	55%
	2022	30%	32%	**36%**	-	-	-	-	-	-	12%	*	9%	15%	*	43%	12%	47%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**68%**	-	-	-	-	-	-	66%	-	66%	-	78%	67%	66%	74%
All Grades ELA/Reading	2023	63%	65%	**67%**	-	-	-	-	-	-	63%	-	63%	-	67%	67%	63%	74%
All Grades Mathematics	2023	66%	66%	**70%**	-	-	-	-	-	-	73%	-	73%	-	*	68%	74%	72%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**49%**	-	-	-	-	-	-	47%	-	47%	-	-	49%	47%	75%
All Grades ELA/Reading	2023	35%	39%	**46%**	-	-	-	-	-	-	43%	-	43%	-	-	47%	43%	100%
All Grades Mathematics	2023	40%	41%	**55%**	-	-	-	-	-	-	57%	-	57%	-	-	54%	57%	57%

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	100%	100%	99%	98%	100%	99%	98%	99%	100%
Included in Accountability	93%	92%	**90%**	87%	89%	94%	81%	89%	100%	95%	91%	81%	92%	82%	90%	84%
Not Included in Accountability: Mobile	4%	4%	**3%**	9%	2%	4%	13%	1%	0%	4%	4%	16%	1%	9%	2%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**6%**	3%	8%	0%	6%	10%	0%	0%	3%	3%	5%	7%	6%	14%
Not Tested	1%	1%	**1%**	2%	1%	2%	0%	0%	0%	1%	2%	0%	1%	2%	1%	0%
Absent	1%	1%	**1%**	1%	0%	2%	0%	0%	0%	1%	2%	0%	0%	2%	1%	0%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	98%	100%	100%	100%	98%	98%	100%	100%	98%	99%	100%
Included in Accountability	92%	91%	**85%**	85%	83%	94%	70%	79%	100%	95%	88%	79%	87%	78%	85%	75%
Not Included in Accountability: Mobile	4%	4%	**3%**	10%	2%	4%	20%	2%	0%	3%	4%	15%	1%	8%	2%	1%
Not Included in Accountability: Other Exclusions	3%	5%	**11%**	5%	15%	1%	10%	19%	0%	0%	7%	6%	11%	11%	12%	24%
Not Tested	1%	1%	**1%**	1%	0%	2%	0%	0%	0%	2%	2%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	1%	0%	2%	0%	0%	0%	2%	2%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	97%	97%	97%	*	100%	100%	100%	99%	100%	97%	98%	98%	99%
Included in Accountability	94%	93%	**92%**	90%	91%	93%	*	100%	100%	93%	94%	80%	95%	83%	93%	91%
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	3%	4%	*	0%	0%	7%	5%	20%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	3%	0%	*	0%	0%	0%	0%	0%	1%	4%	2%	5%
Not Tested	1%	1%	**3%**	3%	3%	3%	*	0%	0%	0%	1%	0%	3%	2%	2%	1%
Absent	1%	0%	**1%**	0%	1%	1%	*	0%	0%	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	**2%**	3%	3%	2%	*	0%	0%	0%	0%	0%	3%	1%	2%	1%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	*	100%	100%	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	**94%**	85%	95%	95%	*	98%	100%	94%	92%	79%	98%	86%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	12%	3%	4%	*	0%	0%	6%	6%	21%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	1%	2%	0%	*	2%	0%	0%	0%	0%	1%	3%	2%	4%
Not Tested	1%	1%	**1%**	1%	1%	1%	*	0%	0%	0%	2%	0%	0%	2%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	1%	1%	1%	*	0%	0%	0%	1%	0%	0%	2%	1%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	*	100%	*	100%	96%	100%	100%	97%	99%	99%
Included in Accountability	94%	95%	**96%**	93%	96%	97%	*	95%	*	100%	93%	100%	97%	91%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	6%	2%	2%	*	0%	*	0%	4%	0%	1%	5%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	5%	*	0%	0%	0%	1%	2%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	2%	*	0%	*	0%	4%	0%	0%	3%	1%	1%
Absent	1%	1%	**1%**	1%	1%	2%	*	0%	*	0%	4%	0%	0%	3%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**87%**	77%	84%	88%	-	100%	*	*	*	*	89%	70%	87%	81%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	98%	97%	96%	100%	99%	100%	99%	97%	97%	97%	96%	97%	98%
Included in Accountability	93%	94%	**89%**	87%	89%	92%	100%	92%	100%	93%	90%	78%	92%	82%	90%	85%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	3%	4%	0%	1%	0%	6%	4%	16%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**4%**	1%	6%	0%	0%	6%	0%	0%	3%	3%	4%	5%	4%	11%
Not Tested	1%	1%	**3%**	2%	3%	4%	0%	1%	0%	1%	3%	3%	3%	4%	3%	2%
Absent	1%	1%	**2%**	2%	2%	3%	0%	1%	0%	0%	3%	3%	2%	3%	2%	2%
Other	0%	0%	**1%**	0%	1%	1%	0%	0%	0%	1%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**98%**	96%	98%	97%	100%	99%	*	100%	97%	100%	98%	96%	97%	99%
Included in Accountability	92%	93%	**86%**	86%	84%	91%	100%	83%	*	94%	88%	78%	89%	79%	87%	77%
Not Included in Accountability: Mobile	5%	4%	**3%**	7%	3%	5%	0%	2%	*	6%	3%	16%	2%	8%	3%	1%
Not Included in Accountability: Other Exclusions	2%	2%	**8%**	3%	11%	1%	0%	14%	*	0%	6%	6%	8%	9%	8%	20%
Not Tested	1%	1%	**2%**	4%	2%	3%	0%	1%	*	0%	3%	0%	2%	4%	3%	1%
Absent	1%	1%	**2%**	4%	2%	3%	0%	1%	*	0%	3%	0%	2%	4%	3%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**94%**	97%	94%	92%	100%	98%	*	95%	96%	92%	93%	96%	93%	97%
Included in Accountability	93%	94%	**88%**	85%	88%	87%	100%	98%	*	90%	90%	77%	92%	79%	89%	90%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	11%	4%	4%	0%	0%	*	5%	5%	15%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	2%	0%	0%	0%	*	0%	1%	0%	0%	4%	1%	4%
Not Tested	1%	1%	**6%**	3%	6%	8%	0%	2%	*	5%	4%	8%	7%	4%	7%	3%
Absent	1%	1%	**2%**	2%	1%	3%	0%	0%	*	0%	4%	8%	1%	3%	2%	1%
Other	0%	1%	**4%**	1%	5%	5%	0%	2%	*	5%	0%	0%	6%	1%	5%	2%
Science																
Assessment Participant	98%	99%	**98%**	99%	98%	96%	100%	100%	*	100%	97%	93%	98%	96%	97%	97%
Included in Accountability	93%	95%	**94%**	89%	94%	92%	100%	100%	*	97%	91%	71%	97%	86%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	3%	4%	0%	0%	*	3%	5%	21%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**2%**	1%	2%	4%	0%	0%	*	0%	3%	7%	2%	4%	3%	3%
Absent	1%	1%	**2%**	1%	2%	4%	0%	0%	*	0%	3%	7%	2%	4%	3%	3%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	98%	99%	*	98%	*	100%	99%	100%	99%	98%	99%	97%
Included in Accountability	94%	96%	**96%**	90%	96%	98%	*	98%	*	88%	96%	88%	98%	88%	96%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	10%	1%	1%	*	0%	*	13%	3%	13%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	2%	1%	*	2%	*	0%	1%	0%	1%	2%	1%	3%
Absent	1%	1%	**1%**	0%	2%	1%	*	2%	*	0%	1%	0%	1%	2%	1%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	81%	**75%**	80%	71%	70%	*	96%	-	*	-	*	76%	70%	65%	62%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**89.5%**	88.3%	89.5%	89.1%	86.9%	93.2%	*	89.6%	87.9%	88.8%	90.3%
2020-21	95.0%	95.7%	**93.9%**	93.1%	93.6%	94.7%	95.1%	96.2%	95.3%	91.2%	93.1%	93.6%	92.7%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**39.0%**	45.5%	38.4%	41.7%	50.0%	20.6%	42.9%	44.3%	47.4%	41.3%	35.6%
2020-21	15.0%	12.4%	**20.1%**	23.5%	21.6%	16.6%	20.0%	10.7%	16.7%	27.4%	20.9%	21.2%	25.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**1.9%**	1.8%	2.0%	2.4%	0.0%	0.0%	0.0%	0.0%	2.1%	2.2%	2.2%
2020-21	2.4%	2.0%	**2.7%**	2.9%	2.5%	3.5%	20.0%	0.0%	16.7%	3.2%	5.1%	2.7%	4.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**91.1%**	94.3%	90.6%	88.7%	80.0%	100.0%	-	80.0%	83.7%	90.9%	81.5%
Received TxCHSE	0.3%	0.3%	**0.3%**	0.0%	0.0%	1.9%	0.0%	0.0%	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.5%	1.9%	**0.9%**	1.9%	1.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.6%	0.8%
Dropped Out	6.4%	4.9%	**7.7%**	3.8%	8.3%	9.4%	20.0%	0.0%	-	20.0%	16.3%	8.2%	17.7%
Graduates and TxCHSE	90.0%	93.2%	**91.5%**	94.3%	90.6%	90.6%	80.0%	100.0%	-	80.0%	83.7%	91.2%	81.5%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**92.3%**	96.2%	91.7%	90.6%	80.0%	100.0%	-	80.0%	83.7%	91.8%	82.3%
Class of 2021													
Graduated	90.0%	91.0%	**90.1%**	93.8%	89.5%	90.2%	*	90.9%	*	88.9%	78.2%	89.2%	77.1%
Received TxCHSE	0.3%	0.4%	**0.5%**	0.0%	0.0%	1.5%	*	1.8%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	3.7%	**2.8%**	3.1%	2.3%	0.8%	*	7.3%	*	11.1%	10.9%	2.2%	7.2%
Dropped Out	5.8%	4.9%	**6.6%**	3.1%	8.1%	7.5%	*	0.0%	*	0.0%	10.9%	8.1%	15.7%
Graduates and TxCHSE	90.3%	91.4%	**90.6%**	93.8%	89.5%	91.7%	*	92.7%	*	88.9%	78.2%	89.7%	77.1%
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**93.4%**	96.9%	91.9%	92.5%	*	100.0%	*	100.0%	89.1%	91.9%	84.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**92.8%**	96.9%	91.5%	91.6%	*	98.1%	*	100.0%	88.2%	91.0%	84.1%
Received TxCHSE	0.4%	0.4%	**0.5%**	0.0%	0.0%	1.5%	*	1.9%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	**6.7%**	3.1%	8.5%	6.9%	*	0.0%	*	0.0%	11.8%	8.5%	15.9%
Graduates and TxCHSE	92.7%	95.2%	**93.3%**	96.9%	91.5%	93.1%	*	100.0%	*	100.0%	88.2%	91.5%	84.1%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**93.3%**	96.9%	91.5%	93.1%	*	100.0%	*	100.0%	88.2%	91.5%	84.1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**95.2%**	97.8%	93.4%	97.4%	80.0%	100.0%	-	100.0%	85.4%	94.1%	91.2%
Received TxCHSE	0.5%	0.2%	**0.3%**	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	0.4%	**0.9%**	0.0%	1.1%	0.9%	0.0%	0.0%	-	0.0%	12.2%	0.5%	0.0%
Dropped Out	6.2%	2.7%	**3.6%**	2.2%	4.9%	1.7%	20.0%	0.0%	-	0.0%	2.4%	4.9%	8.8%
Graduates and TxCHSE	92.7%	96.8%	**95.5%**	97.8%	94.0%	97.4%	80.0%	100.0%	-	100.0%	85.4%	94.6%	91.2%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**96.4%**	97.8%	95.1%	98.3%	80.0%	100.0%	-	100.0%	97.6%	95.1%	91.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	**95.9%**	97.8%	94.5%	97.4%	80.0%	100.0%	-	100.0%	94.6%	94.6%	91.2%
Received TxCHSE	0.5%	0.3%	**0.3%**	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	**0.2%**	0.0%	0.0%	0.9%	0.0%	0.0%	-	0.0%	2.7%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**3.6%**	2.2%	4.9%	1.7%	20.0%	0.0%	-	0.0%	2.7%	4.9%	8.8%
Graduates and TxCHSE	93.2%	97.3%	**96.2%**	97.8%	95.1%	97.4%	80.0%	100.0%	-	100.0%	94.6%	95.1%	91.2%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**96.4%**	97.8%	95.1%	98.3%	80.0%	100.0%	-	100.0%	97.3%	95.1%	91.2%
Class of 2019													
Graduated	92.6%	95.2%	**94.1%**	98.0%	94.6%	91.0%	*	100.0%	*	85.7%	87.9%	93.4%	86.3%
Received TxCHSE	0.6%	0.4%	**0.5%**	0.0%	0.3%	0.7%	*	0.0%	*	0.0%	0.0%	0.7%	1.4%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.4%	**5.4%**	2.0%	5.1%	8.3%	*	0.0%	*	14.3%	12.1%	5.9%	12.3%
Graduates and TxCHSE	93.2%	95.6%	**94.6%**	98.0%	94.9%	91.7%	*	100.0%	*	85.7%	87.9%	94.1%	87.7%
Graduates, TxCHSE, and Continuers	93.8%	95.6%	**94.6%**	98.0%	94.9%	91.7%	*	100.0%	*	85.7%	87.9%	94.1%	87.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	**90.2%**	94.4%	89.9%	87.0%	80.0%	97.7%	-	80.0%	80.8%	90.2%	80.2%
Class of 2021	90.0%	90.6%	**90.0%**	93.8%	89.5%	89.6%	*	90.9%	*	88.9%	78.2%	88.9%	77.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**0.8%**	0.0%	0.9%	1.1%	*	0.0%	-	*	4.9%	0.6%	2.0%
Class of 2021	3.8%	2.3%	**2.5%**	3.3%	2.6%	2.5%	*	0.0%	*	6.3%	2.3%	1.8%	6.3%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	78.0%	**76.5%**	64.0%	73.9%	84.0%	*	93.0%	-	*	24.4%	75.9%	68.3%
Class of 2021	81.9%	72.0%	**65.7%**	67.2%	62.3%	68.3%	*	86.0%	*	37.5%	4.7%	64.1%	42.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	80.0%	**77.3%**	64.0%	74.8%	85.1%	*	93.0%	-	*	29.3%	76.5%	70.3%
Class of 2021	85.7%	74.3%	**68.2%**	70.5%	64.9%	70.8%	*	86.0%	*	43.8%	7.0%	66.0%	48.4%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	*	-	*	*	-	*	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	**0.6%**	0.0%	0.6%	1.0%	*	0.0%	-	0.0%	4.3%	0.6%	1.9%
2020-21	3.8%	2.2%	**2.6%**	3.2%	2.9%	2.4%	*	0.0%	*	6.7%	2.0%	1.8%	6.2%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	**75.6%**	63.0%	73.5%	82.3%	*	91.3%	-	60.0%	21.3%	75.3%	68.6%
2020-21	80.4%	70.5%	**64.8%**	66.1%	61.6%	66.7%	*	86.3%	*	33.3%	4.1%	63.6%	41.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	**76.2%**	63.0%	74.1%	83.3%	*	91.3%	-	60.0%	25.5%	75.9%	70.5%
2020-21	84.1%	72.5%	**67.1%**	69.4%	64.2%	68.5%	*	84.6%	*	40.0%	5.9%	65.2%	47.7%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	537	100.0%	1,545	368,686
By Ethnicity:				
African American	54	10.1%	167	45,227
Hispanic	332	61.8%	673	191,125
White	96	17.9%	569	103,171
American Indian	4	0.7%	9	1,159
Asian	46	8.6%	87	18,794
Pacific Islander	0	0.0%	5	569
Two or More Races	5	0.9%	35	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	128	23.8%	345	51,023
Foundation H.S. Program (Endorsement)	3	0.6%	31	14,179
Foundation H.S. Program (DLA)	406	75.6%	1,169	302,917
Special Education Graduates	47	8.8%	127	32,447
Economically Disadvantaged Graduates	320	59.6%	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	105	19.6%	201	40,398
At-Risk Graduates	259	48.2%	720	159,689
CTE Completers	65	12.1%	214	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	56.4%	**44.9%**	22.2%	45.8%	44.8%	*	67.4%	-	40.0%	48.9%	40.3%	37.1%
2020-21	65.2%	58.3%	**50.4%**	33.9%	52.8%	47.6%	*	59.6%	*	60.0%	54.9%	48.9%	46.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	40.9%	**31.7%**	11.1%	30.7%	34.4%	*	58.7%	-	40.0%	2.1%	25.9%	21.9%
2020-21	52.7%	45.0%	**39.8%**	30.6%	39.2%	39.5%	*	53.8%	*	40.0%	0.0%	37.8%	29.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	48.3%	**36.9%**	27.8%	31.0%	49.0%	*	63.0%	-	80.0%	4.3%	29.7%	7.6%
2020-21	56.1%	50.8%	**44.0%**	37.1%	38.6%	52.4%	*	63.5%	*	40.0%	3.9%	39.9%	9.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	36.2%	**29.4%**	18.5%	24.7%	35.4%	*	67.4%	-	20.0%	17.0%	24.1%	15.2%
2020-21	45.7%	41.8%	**36.4%**	32.3%	34.2%	37.9%	*	48.1%	*	46.7%	9.8%	35.4%	32.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	30.5%	**22.0%**	5.6%	18.4%	29.2%	*	54.3%	-	20.0%	0.0%	16.9%	3.8%
2020-21	40.4%	35.2%	**27.3%**	21.0%	23.1%	33.9%	*	42.3%	*	33.3%	0.0%	25.5%	9.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	23.0%	**17.3%**	3.7%	16.3%	19.8%	*	39.1%	-	0.0%	0.0%	13.8%	20.0%
2020-21	21.3%	26.8%	**21.4%**	6.5%	22.2%	20.2%	*	38.5%	*	13.3%	0.0%	20.1%	24.6%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	16.2%	**9.9%**	5.6%	8.7%	11.5%	*	19.6%	-	20.0%	2.1%	6.6%	1.9%
2020-21	25.9%	19.7%	**17.7%**	24.2%	13.9%	21.8%	*	19.2%	*	26.7%	0.0%	14.1%	1.5%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	29.3%	**19.6%**	13.0%	21.7%	17.7%	*	17.4%	-	0.0%	46.8%	19.7%	17.1%
2020-21	24.2%	24.7%	**15.2%**	4.8%	18.7%	11.3%	*	15.4%	*	20.0%	54.9%	15.0%	18.5%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.0%	**15.5%**	3.7%	17.8%	13.5%	*	17.4%	-	0.0%	2.1%	15.6%	13.3%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.4%	**11.0%**	4.8%	12.3%	8.9%	*	15.4%	*	13.3%	7.8%	10.2%	7.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	**0.2%**	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.4%	**2.0%**	7.4%	1.8%	1.0%	*	0.0%	-	0.0%	23.4%	2.5%	1.9%
2020-21	2.4%	3.6%	**4.0%**	0.0%	6.0%	2.4%	*	0.0%	*	6.7%	45.1%	4.8%	9.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.8%	**2.2%**	1.9%	2.4%	3.1%	*	0.0%	-	0.0%	25.5%	2.2%	3.8%
2020-21	4.4%	2.1%	**0.5%**	0.0%	0.6%	0.8%	*	0.0%	*	0.0%	5.9%	0.3%	1.5%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	26.7%	**16.9%**	13.0%	15.1%	19.8%	*	28.3%	-	40.0%	0.0%	14.7%	2.9%
	2020-21	25.9%	31.9%	**28.9%**	27.4%	24.1%	34.7%	*	44.2%	*	33.3%	3.9%	25.8%	6.2%
Mathematics	2021-22	18.7%	15.9%	**13.6%**	7.4%	12.7%	15.6%	*	26.1%	-	0.0%	4.3%	12.2%	6.7%
	2020-21	19.4%	18.5%	**16.6%**	19.4%	16.8%	15.3%	*	15.4%	*	20.0%	0.0%	16.8%	7.7%
Both Subjects	2021-22	12.6%	11.4%	**7.6%**	0.0%	7.8%	8.3%	*	15.2%	-	0.0%	0.0%	6.6%	1.9%
	2020-21	14.4%	13.5%	**11.2%**	14.5%	9.8%	12.1%	*	11.5%	*	20.0%	0.0%	10.5%	6.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	4.3%	**5.4%**	7.4%	5.7%	5.2%	*	2.2%	-	0.0%	14.9%	5.6%	6.7%
	2020-21	10.3%	4.4%	**6.7%**	11.3%	7.9%	3.2%	*	0.0%	*	13.3%	9.8%	7.5%	18.5%
Both Subjects	2021-22	7.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**16.4%**	11.2%	14.3%	16.0%	0.0%	42.4%	*	11.1%	1.7%	12.9%	11.6%
	2021	21.1%	21.6%	**16.9%**	12.2%	13.7%	18.7%	33.3%	41.7%	*	12.0%	1.6%	13.2%	7.7%
English Language Arts	2022	13.2%	11.7%	**9.6%**	5.6%	7.9%	10.9%	0.0%	25.0%	*	5.6%	0.8%	6.7%	3.7%
	2021	12.1%	10.1%	**7.3%**	5.7%	5.0%	10.0%	16.7%	20.4%	*	0.0%	0.8%	4.5%	1.9%
Mathematics	2022	6.9%	5.9%	**5.6%**	0.8%	4.2%	4.2%	0.0%	28.3%	*	0.0%	0.8%	3.9%	4.1%
	2021	6.1%	5.7%	**4.2%**	2.4%	3.3%	2.8%	0.0%	16.5%	*	4.0%	0.0%	3.0%	1.9%
Science	2022	9.6%	9.6%	**4.1%**	3.2%	2.4%	3.8%	0.0%	19.6%	*	0.0%	0.8%	2.6%	3.7%
	2021	8.7%	11.1%	**5.8%**	3.3%	3.6%	6.4%	0.0%	21.4%	*	12.0%	0.8%	4.1%	1.9%
Social Studies	2022	12.5%	11.3%	**6.9%**	3.2%	4.9%	7.6%	0.0%	26.1%	*	5.6%	0.0%	4.6%	2.1%
	2021	11.6%	12.6%	**10.5%**	4.1%	8.3%	12.4%	16.7%	30.1%	*	8.0%	1.6%	7.8%	3.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.5%	**39.2%**	21.4%	36.0%	42.1%	-	51.3%	*	*	*	36.5%	25.0%
	2021	48.6%	55.3%	**40.7%**	26.7%	32.3%	51.1%	*	51.2%	-	*	*	35.0%	18.8%
English Language Arts	2022	53.2%	62.0%	**33.6%**	14.3%	23.6%	42.3%	-	52.2%	*	*	*	26.0%	11.1%
	2021	42.7%	55.1%	**42.2%**	14.3%	36.1%	60.0%	*	38.1%	-	-	*	38.2%	*
Mathematics	2022	50.4%	54.5%	**30.3%**	*	17.2%	60.0%	-	34.6%	-	-	*	20.7%	20.0%
	2021	49.4%	60.6%	**34.6%**	*	33.3%	57.1%	-	35.3%	-	*	-	26.1%	*
Science	2022	44.7%	53.9%	**31.3%**	*	29.4%	22.2%	-	38.9%	-	-	*	26.3%	11.1%
	2021	41.4%	46.4%	**33.8%**	*	26.9%	50.0%	-	27.3%	-	*	*	22.6%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	54.8%	**39.5%**	*	41.2%	22.2%	-	58.3%	-	*	-	41.2%	20.0%
	2021	42.2%	47.1%	**28.5%**	40.0%	21.7%	29.0%	*	38.7%	-	*	*	27.1%	14.3%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.8%	**49.0%**	51.9%	44.0%	50.0%	*	78.3%	-	60.0%	21.3%	44.8%	38.1%
	2020-21	70.8%	60.7%	**58.0%**	56.5%	54.1%	57.3%	*	82.7%	*	53.3%	9.6%	57.5%	41.5%
At/Above Criterion for All Examinees	2021-22	32.1%	36.1%	**31.9%**	7.1%	24.0%	54.2%	*	55.6%	-	*	0.0%	23.8%	2.5%
	2020-21	32.9%	43.6%	**31.4%**	14.3%	25.1%	45.1%	*	46.5%	*	37.5%	0.0%	27.6%	11.1%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1006	**990**	914	952	1077	*	1091	-	*	845	947	863
	2020-21	1002	1040	**997**	937	967	1059	1310	1056	915	1010	766	975	879
English Language Arts and Writing	2021-22	506	510	**504**	460	487	556	*	536	-	*	420	480	426
	2020-21	504	522	**498**	481	480	534	650	518	465	519	368	487	413
Mathematics	2021-22	496	496	**486**	453	465	521	*	555	-	*	425	468	437
	2020-21	498	518	**499**	456	486	525	660	538	450	491	398	488	466
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.4	**20.7**	*	*	*	-	*	-	*	*	*	*
	2020-21	20.0	23.4	**20.5**	18.7	19.4	24.0	-	21.0	-	17.0	-	19.4	13.0
English Language Arts	2021-22	19.2	23.8	**19.9**	*	*	*	-	*	-	*	*	*	*
	2020-21	19.6	23.2	**20.4**	17.8	18.6	25.5	-	21.3	-	16.0	-	19.2	11.5
Mathematics	2021-22	19.3	22.6	**22.2**	*	*	*	-	*	-	*	*	*	*
	2020-21	19.9	22.8	**19.3**	18.3	19.1	20.5	-	20.0	-	17.0	-	18.2	15.0
Science	2021-22	19.8	23.2	**20.3**	*	*	*	-	*	-	*	*	*	*
	2020-21	20.3	23.7	**21.3**	19.7	20.6	23.7	-	21.5	-	19.0	-	20.8	13.0

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	33.4%	**26.1%**	21.1%	24.6%	25.0%	46.2%	53.0%	20.0%	20.3%	8.3%	23.6%	18.4%
	2020-21	42.5%	34.7%	**28.1%**	23.8%	25.8%	28.5%	20.0%	54.2%	40.0%	23.2%	8.2%	24.2%	16.3%
English Language Arts	2021-22	16.6%	10.8%	**8.1%**	4.7%	6.7%	10.1%	18.2%	21.1%	*	4.8%	1.3%	6.6%	1.8%
	2020-21	16.3%	11.2%	**7.0%**	7.2%	5.2%	8.2%	10.0%	18.8%	0.0%	5.9%	0.4%	4.9%	0.9%
Mathematics	2021-22	19.9%	14.3%	**10.1%**	4.5%	8.8%	10.0%	7.7%	34.0%	*	3.4%	0.9%	8.9%	4.9%
	2020-21	19.3%	14.1%	**12.0%**	8.0%	10.3%	10.0%	0.0%	35.6%	*	14.3%	1.4%	9.2%	4.1%
Science	2021-22	21.1%	18.5%	**13.1%**	11.2%	12.9%	11.7%	9.1%	25.2%	*	8.5%	5.5%	12.2%	9.6%
	2020-21	20.6%	19.8%	**14.1%**	12.6%	12.4%	15.2%	10.0%	27.5%	20.0%	13.0%	5.7%	12.1%	4.9%
Social Studies	2021-22	22.8%	14.9%	**8.0%**	5.0%	5.6%	9.4%	0.0%	30.0%	*	10.2%	0.0%	6.1%	2.5%
	2020-21	22.8%	18.0%	**12.0%**	9.8%	9.2%	13.2%	22.2%	34.6%	20.0%	9.8%	0.8%	8.4%	3.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.6%	**42.2%**	41.9%	40.5%	39.5%	*	63.5%	*	26.7%	11.5%	41.6%	15.4%
	2019-20	46.1%	45.7%	**42.0%**	40.5%	34.0%	47.0%	*	74.1%	-	50.0%	22.2%	39.6%	22.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	2,784	100.0%	22,581	5,504,150	2,785	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	853	30.6%	8.8%	8.7%	853	30.6%	8.8%	8.7%
Grade 10	721	25.9%	8.3%	7.9%	721	25.9%	8.3%	7.9%
Grade 11	574	20.6%	6.6%	7.0%	574	20.6%	6.6%	7.0%
Grade 12	636	22.8%	7.4%	6.6%	637	22.9%	7.3%	6.6%
Ethnic Distribution:								
African American	269	9.7%	9.8%	12.8%	269	9.7%	9.8%	12.8%
Hispanic	1,684	60.5%	45.6%	53.0%	1,685	60.5%	45.6%	52.9%
White	565	20.3%	35.3%	25.6%	565	20.3%	35.4%	25.7%
American Indian	10	0.4%	0.4%	0.3%	10	0.4%	0.4%	0.3%
Asian	163	5.9%	4.5%	5.1%	163	5.9%	4.5%	5.1%
Pacific Islander	9	0.3%	0.5%	0.2%	9	0.3%	0.5%	0.2%
Two or More Races	84	3.0%	3.9%	3.0%	84	3.0%	3.9%	3.0%
Sex:								
Female	1,316	47.3%	48.4%	48.8%	1,317	47.3%	48.3%	48.8%
Male	1,468	52.7%	51.6%	51.2%	1,468	52.7%	51.7%	51.2%
Economically Disadvantaged	1,995	71.7%	63.5%	62.1%	1,995	71.6%	63.4%	62.0%
Non-Educationally Disadvantaged	789	28.3%	36.5%	37.9%	790	28.4%	36.6%	38.0%
Section 504 Students	304	10.9%	9.6%	7.4%	304	10.9%	9.5%	7.4%
EB Students/EL	784	28.2%	25.0%	23.1%	785	28.2%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	128	4.3%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	240	8.6%	7.8%	5.5%	240	8.6%	7.8%	5.5%
Foster Care	6	0.2%	0.2%	0.2%	6	0.2%	0.2%	0.2%
Homeless	15	0.5%	0.8%	1.3%	15	0.5%	0.8%	1.3%
Immigrant	47	1.7%	2.0%	2.2%	48	1.7%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.0%	54.1%	64.6%	1	0.0%	54.1%	64.6%
Military Connected	13	0.5%	0.7%	3.6%	13	0.5%	0.7%	3.6%
At-Risk	1,894	68.0%	64.3%	53.3%	1,895	68.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	776	27.9%	24.8%	23.2%	777	27.9%	24.8%	23.2%
Career and Technical Education	1,793	64.4%	29.9%	26.5%	1,793	64.4%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	1,793	64.4%	68.0%	72.3%	1,793	64.4%	68.0%	72.2%
Gifted and Talented Education	160	5.7%	7.0%	8.2%	160	5.7%	7.0%	8.2%
Special Education	251	9.0%	12.6%	12.6%	251	9.0%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	251							
By Type of Primary Disability Students with Intellectual Disabilities	141	56.2%	40.4%	44.1%				
Students with Physical Disabilities	7	2.8%	23.7%	20.0%				
Students with Autism	36	14.3%	18.0%	15.5%				
Students with Behavioral Disabilities	67	26.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	442	14.8%	14.4%	16.8%				
By Ethnicity: African American	74	2.5%	2.6%	3.3%				
Hispanic	230	7.7%	6.0%	8.7%				
White	108	3.6%	4.5%	3.4%				
American Indian	2	0.1%	0.1%	0.1%				
Asian	13	0.4%	0.4%	0.7%				
Pacific Islander	3	0.1%	0.1%	0.0%				
Two or More Races	12	0.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	59	20.1%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	106	14.2%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	321	16.2%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	385	17.4%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	14.5%	9.4%	8.7%	12.3%	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	18.5	16.1	16.2
Foreign Languages	20.8	20.8	18.8
Mathematics	18.0	18.8	17.5
Science	16.5	17.2	18.5
Social Studies	18.8	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	213.2	100.0%	100.0%	100.0%
Professional Staff:	199.9	93.8%	67.6%	64.1%
Teachers	170.3	79.9%	50.4%	48.7%
Professional Support	21.0	9.8%	11.7%	10.9%
Campus Administration (School Leadership)	8.6	4.0%	3.2%	3.3%
Educational Aides:	13.2	6.2%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	9.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	68.6	32.2%	31.1%	53.2%
Teachers by Ethnicity:				
African American	15.2	8.9%	5.0%	11.8%
Hispanic	29.6	17.4%	16.0%	29.6%
White	115.6	67.9%	75.3%	54.9%
American Indian	2.0	1.2%	0.3%	0.3%
Asian	5.9	3.5%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	1.2%	1.5%	1.2%
Teachers by Sex:				
Males	73.4	43.1%	23.2%	24.4%
Females	96.9	56.9%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.9	1.1%	0.7%	2.0%
Bachelors	113.4	66.6%	72.1%	72.2%
Masters	54.0	31.7%	26.5%	25.0%
Doctorate	1.0	0.6%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	19.9	11.7%	9.5%	9.7%
1-5 Years Experience	43.8	25.7%	23.2%	26.3%
6-10 Years Experience	41.6	24.4%	22.7%	20.5%
11-20 Years Experience	44.4	26.1%	27.9%	27.2%
21-30 Years Experience	18.2	10.7%	13.5%	13.3%
Over 30 Years Experience	2.4	1.4%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.3	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.5	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	10.3	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	10.2	11.5	11.0
Average Years Experience of Teachers with District:	6.3	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$60,671	$59,919	$53,300
1-5 Years Experience	$60,548	$60,212	$56,516
6-10 Years Experience	$62,973	$61,624	$59,732
11-20 Years Experience	$66,547	$64,485	$63,389
21-30 Years Experience	$70,042	$69,454	$67,876
Over 30 Years Experience	$72,058	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,896	$63,500	$60,717
Professional Support	$76,191	$76,823	$72,022
Campus Administration (School Leadership)	$99,671	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	1.3%	7.0%	5.9%
Career and Technical Education	24.4	14.4%	4.9%	5.4%
Compensatory Education	2.2	1.3%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	112.5	66.0%	63.5%	70.6%
Special Education	9.4	5.5%	10.8%	9.7%
Other	19.5	11.5%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: RICHLAND H S

Campus Number: 220902002

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	School Year	State	District	Campus	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																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**78%**	73%	71%	83%	80%	87%	*	96%	43%	85%	82%	67%	72%	67%
	2022	65%	66%	**69%**	57%	64%	76%	*	83%	*	69%	26%	50%	72%	59%	62%	59%
At Meets Grade Level or Above	2023	52%	56%	**60%**	51%	51%	69%	80%	65%	*	78%	27%	69%	65%	48%	52%	47%
	2022	47%	47%	**48%**	33%	39%	58%	*	83%	*	46%	20%	25%	52%	38%	42%	30%
At Masters Grade Level	2023	13%	15%	**15%**	13%	7%	21%	20%	26%	*	35%	3%	15%	17%	11%	10%	7%
	2022	11%	10%	**9%**	5%	6%	12%	*	22%	*	4%	7%	13%	9%	8%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	77%	**78%**	66%	74%	86%	*	79%	*	89%	37%	90%	80%	73%	72%	64%
	2022	72%	74%	**75%**	62%	70%	81%	*	90%	-	61%	35%	57%	79%	63%	64%	59%
At Meets Grade Level or Above	2023	54%	58%	**59%**	36%	52%	70%	*	79%	*	68%	19%	70%	60%	56%	48%	41%
	2022	55%	58%	**59%**	47%	52%	66%	*	83%	-	56%	23%	57%	64%	45%	46%	33%
At Masters Grade Level	2023	9%	9%	**8%**	4%	6%	12%	*	21%	*	0%	5%	20%	9%	8%	5%	2%
	2022	9%	9%	**9%**	4%	6%	10%	*	37%	-	0%	5%	29%	10%	5%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**81%**	80%	79%	80%	*	100%	*	100%	62%	86%	84%	76%	79%	79%
	2022	76%	78%	**72%**	64%	69%	78%	*	*	*	64%	57%	36%	75%	64%	70%	62%
At Meets Grade Level or Above	2023	43%	48%	**35%**	30%	29%	40%	*	50%	*	53%	20%	36%	39%	28%	32%	28%
	2022	43%	45%	**27%**	17%	24%	33%	*	*	*	23%	22%	7%	29%	22%	23%	25%
At Masters Grade Level	2023	23%	25%	**8%**	4%	7%	11%	*	8%	*	5%	3%	21%	9%	7%	7%	8%
	2022	27%	27%	**13%**	6%	11%	19%	*	*	*	5%	12%	0%	15%	10%	11%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	91%	**92%**	91%	88%	94%	100%	100%	*	92%	73%	100%	94%	87%	89%	84%
	2022	83%	84%	**84%**	79%	80%	89%	*	100%	*	70%	55%	44%	86%	78%	78%	73%
At Meets Grade Level or Above	2023	56%	64%	**64%**	52%	55%	72%	60%	78%	*	80%	33%	79%	68%	54%	55%	52%
	2022	55%	61%	**58%**	44%	51%	67%	*	87%	*	52%	30%	38%	62%	50%	50%	39%
At Masters Grade Level	2023	21%	28%	**28%**	18%	19%	36%	0%	43%	*	36%	10%	14%	30%	23%	21%	17%
	2022	21%	29%	**28%**	13%	20%	37%	*	73%	*	26%	17%	25%	32%	20%	22%	12%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	96%	**96%**	90%	95%	97%	*	100%	-	100%	79%	100%	96%	92%	92%	92%
	2022	89%	90%	**93%**	81%	93%	93%	100%	97%	*	100%	69%	63%	94%	87%	88%	85%
At Meets Grade Level or Above	2023	70%	78%	**82%**	65%	83%	83%	*	92%	-	80%	43%	80%	84%	72%	76%	72%
	2022	68%	72%	**78%**	56%	71%	86%	100%	90%	*	88%	41%	50%	81%	67%	67%	58%
At Masters Grade Level	2023	38%	46%	**51%**	37%	46%	56%	*	88%	-	40%	14%	60%	54%	41%	43%	37%
	2022	42%	47%	**54%**	35%	46%	62%	80%	72%	*	65%	20%	25%	58%	43%	40%	25%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**94%**	100%	89%	98%	-	88%	*	100%	-	-	96%	67%	89%	*
	2022	92%	95%	**96%**	*	97%	97%	-	100%	*	*	-	-	96%	100%	88%	*
At Meets Grade Level or Above	2023	61%	63%	**71%**	80%	58%	77%	-	81%	*	60%	-	-	73%	44%	71%	*
	2022	64%	70%	**74%**	*	74%	75%	-	88%	*	*	-	-	74%	71%	69%	*
At Masters Grade Level	2023	12%	5%	**7%**	0%	7%	6%	-	19%	*	0%	-	-	8%	0%	5%	*
	2022	13%	7%	**6%**	*	3%	9%	-	0%	*	*	-	-	7%	0%	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**85%**	79%	81%	89%	88%	92%	88%	95%	57%	91%	88%	78%	80%	75%
	2022	74%	76%	**79%**	68%	75%	84%	90%	92%	82%	72%	47%	48%	82%	69%	72%	66%
At Meets Grade Level or Above	2023	49%	53%	**61%**	46%	54%	69%	59%	76%	75%	71%	27%	64%	65%	50%	52%	46%
	2022	48%	50%	**55%**	38%	48%	63%	90%	84%	64%	51%	26%	31%	59%	43%	45%	35%
At Masters Grade Level	2023	20%	22%	**21%**	13%	15%	26%	6%	39%	13%	22%	7%	21%	23%	15%	15%	12%
	2022	23%	24%	**21%**	11%	17%	26%	60%	45%	9%	17%	12%	16%	23%	15%	15%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**78%**	70%	72%	85%	86%	83%	80%	93%	40%	87%	81%	70%	72%	66%
	2022	75%	76%	**72%**	59%	67%	79%	*	88%	*	66%	30%	52%	76%	61%	63%	59%
At Meets Grade Level or Above	2023	53%	56%	**60%**	44%	52%	69%	71%	71%	60%	74%	23%	70%	63%	52%	50%	44%
	2022	53%	53%	**53%**	39%	45%	62%	*	83%	*	50%	21%	35%	58%	41%	43%	32%
At Masters Grade Level	2023	20%	21%	**12%**	9%	6%	16%	14%	24%	0%	19%	4%	17%	13%	9%	8%	5%
	2022	25%	25%	**9%**	4%	6%	11%	*	31%	*	2%	6%	17%	10%	6%	5%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**84%**	81%	81%	85%	*	93%	*	100%	62%	86%	88%	76%	80%	78%
	2022	72%	75%	**76%**	66%	72%	82%	*	92%	*	68%	57%	36%	80%	65%	71%	63%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	46%	**43%**	33%	35%	51%	*	68%	*	54%	20%	36%	50%	29%	36%	27%
	2022	42%	44%	**35%**	19%	31%	43%	*	67%	*	28%	22%	7%	40%	24%	27%	26%
At Masters Grade Level	2023	19%	18%	**8%**	4%	7%	10%	*	14%	*	4%	3%	21%	9%	6%	7%	7%
	2022	20%	21%	**12%**	5%	10%	16%	*	0%	*	4%	12%	0%	13%	9%	10%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**92%**	91%	88%	94%	100%	100%	*	92%	73%	100%	94%	87%	89%	84%
	2022	76%	78%	**84%**	79%	80%	89%	*	100%	*	70%	55%	44%	86%	78%	78%	73%
At Meets Grade Level or Above	2023	47%	54%	**64%**	52%	55%	72%	60%	78%	*	80%	33%	79%	68%	54%	55%	52%
	2022	47%	51%	**58%**	44%	51%	67%	*	87%	*	52%	30%	38%	62%	50%	50%	39%
At Masters Grade Level	2023	18%	23%	**28%**	18%	19%	36%	0%	43%	*	36%	10%	14%	30%	23%	21%	17%
	2022	21%	24%	**28%**	13%	20%	37%	*	73%	*	26%	17%	25%	32%	20%	22%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**96%**	90%	95%	97%	*	100%	-	100%	79%	100%	96%	92%	92%	92%
	2022	75%	75%	**93%**	81%	93%	93%	100%	97%	*	100%	69%	63%	94%	87%	88%	85%
At Meets Grade Level or Above	2023	52%	57%	**82%**	65%	83%	83%	*	92%	-	80%	43%	80%	84%	72%	76%	72%
	2022	50%	50%	**78%**	56%	71%	86%	100%	90%	*	88%	41%	50%	81%	67%	67%	58%
At Masters Grade Level	2023	27%	31%	**51%**	37%	46%	56%	*	88%	-	40%	14%	60%	54%	41%	43%	37%
	2022	30%	32%	**54%**	35%	46%	62%	80%	72%	*	65%	20%	25%	58%	43%	40%	25%

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

Texas Education Agency
2022-23 Progress (TAPR)
RICHLAND H S (220902002) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	**72%**	71%	62%	78%	*	68%	*	89%	63%	79%	76%	63%	68%	58%
End of Course English II	2023	74%	78%	**79%**	74%	72%	85%	*	82%	*	92%	60%	83%	79%	76%	75%	75%
End of Course Algebra I	2023	76%	74%	**76%**	79%	78%	69%	*	100%	*	82%	78%	77%	76%	74%	76%	78%
All Grades Both Subjects	2023	64%	65%	**76%**	74%	70%	79%	88%	80%	100%	88%	66%	80%	77%	71%	73%	70%
All Grades ELA/Reading	2023	63%	65%	**76%**	73%	68%	81%	100%	74%	*	90%	61%	81%	78%	70%	72%	66%
All Grades Mathematics	2023	66%	66%	**76%**	79%	78%	69%	*	100%	*	82%	78%	77%	76%	74%	76%	78%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	41%	**47%**	38%	41%	58%	-	*	-	*	13%	*	55%	36%	40%	31%
End of Course English II	2023	41%	47%	**48%**	42%	43%	65%	-	*	*	-	30%	*	52%	40%	44%	45%
End of Course Algebra I	2023	58%	58%	**73%**	81%	74%	62%	-	100%	-	*	76%	*	79%	66%	72%	69%
All Grades Both Subjects	2023	38%	40%	**57%**	53%	53%	62%	-	67%	*	*	41%	83%	61%	50%	54%	49%
All Grades ELA/Reading	2023	35%	39%	**48%**	41%	42%	62%	-	33%	*	*	25%	*	53%	38%	43%	39%
All Grades Mathematics	2023	40%	41%	**73%**	81%	74%	62%	-	100%	-	*	76%	*	79%	66%	72%	69%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**85%**	-	-	-	-	-	-	73%	-	73%	-	70%	87%	73%	99%
	2022	74%	76%	**79%**	-	-	-	-	-	-	64%	-	64%	61%	85%	81%	65%	94%
At Meets Grade Level or Above	2023	49%	53%	**61%**	-	-	-	-	-	-	41%	-	41%	-	40%	63%	41%	90%
	2022	48%	50%	**55%**	-	-	-	-	-	-	34%	-	33%	16%	15%	59%	33%	72%
At Masters Grade Level	2023	20%	22%	**21%**	-	-	-	-	-	-	9%	-	9%	-	10%	22%	9%	46%
	2022	23%	24%	**21%**	-	-	-	-	-	-	8%	-	8%	0%	0%	24%	8%	23%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**78%**	-	-	-	-	-	-	62%	-	62%	-	*	81%	62%	100%
	2022	75%	76%	**72%**	-	-	-	-	-	-	55%	-	54%	57%	100%	75%	56%	96%
At Meets Grade Level or Above	2023	53%	56%	**60%**	-	-	-	-	-	-	39%	-	39%	-	*	62%	39%	91%
	2022	53%	53%	**53%**	-	-	-	-	-	-	28%	-	27%	24%	17%	58%	28%	79%
At Masters Grade Level	2023	20%	21%	**12%**	-	-	-	-	-	-	3%	-	3%	-	*	13%	3%	22%
	2022	25%	25%	**9%**	-	-	-	-	-	-	0%	-	0%	0%	0%	11%	0%	4%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**84%**	-	-	-	-	-	-	78%	-	78%	-	*	85%	76%	94%
	2022	72%	75%	**76%**	-	-	-	-	-	-	63%	-	63%	*	*	79%	62%	71%
At Meets Grade Level or Above	2023	45%	46%	**43%**	-	-	-	-	-	-	29%	-	29%	-	*	46%	27%	61%
	2022	42%	44%	**35%**	-	-	-	-	-	-	27%	-	27%	*	*	37%	26%	29%
At Masters Grade Level	2023	19%	18%	**8%**	-	-	-	-	-	-	7%	-	7%	-	*	8%	7%	22%
	2022	20%	21%	**12%**	-	-	-	-	-	-	10%	-	11%	*	*	12%	10%	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**92%**	-	-	-	-	-	-	82%	-	82%	-	*	94%	82%	100%
	2022	76%	78%	**84%**	-	-	-	-	-	-	71%	-	71%	*	*	87%	72%	100%
At Meets Grade Level or Above	2023	47%	54%	**64%**	-	-	-	-	-	-	45%	-	45%	-	*	66%	46%	96%
	2022	47%	51%	**58%**	-	-	-	-	-	-	37%	-	37%	*	*	63%	37%	67%
At Masters Grade Level	2023	18%	23%	**28%**	-	-	-	-	-	-	14%	-	14%	-	*	29%	14%	52%
	2022	21%	24%	**28%**	-	-	-	-	-	-	11%	-	11%	*	*	32%	11%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**96%**	-	-	-	-	-	-	89%	-	89%	-	*	96%	90%	100%
	2022	75%	75%	**93%**	-	-	-	-	-	-	85%	-	85%	*	-	94%	85%	100%
At Meets Grade Level or Above	2023	52%	57%	**82%**	-	-	-	-	-	-	64%	-	64%	-	*	82%	66%	96%
	2022	50%	50%	**78%**	-	-	-	-	-	-	57%	-	57%	*	-	81%	57%	81%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RICHLAND H S (220902002) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**51%**	-	-	-	-	-	-	27%	-	27%	-	*	53%	26%	74%
	2022	30%	32%	**54%**	-	-	-	-	-	-	25%	-	25%	*	-	59%	25%	56%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**76%**	-	-	-	-	-	-	68%	-	68%	-	*	77%	68%	79%
All Grades ELA/Reading	2023	63%	65%	**76%**	-	-	-	-	-	-	64%	-	64%	-	*	78%	64%	78%
All Grades Mathematics	2023	66%	66%	**76%**	-	-	-	-	-	-	78%	-	78%	-	*	75%	78%	82%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**57%**	-	-	-	-	-	-	47%	-	47%	-	*	60%	48%	*
All Grades ELA/Reading	2023	35%	39%	**48%**	-	-	-	-	-	-	39%	-	39%	-	-	51%	39%	-
All Grades Mathematics	2023	40%	41%	**73%**	-	-	-	-	-	-	65%	-	65%	-	*	74%	67%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	97%	98%	98%	100%	100%	100%	98%	99%	93%	99%	97%	98%	99%
Included in Accountability	93%	92%	**91%**	92%	86%	96%	100%	91%	73%	92%	96%	79%	94%	85%	90%	77%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	2%	2%	0%	5%	27%	6%	2%	11%	1%	6%	2%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	0%	10%	0%	0%	5%	0%	0%	1%	3%	3%	6%	5%	19%
Not Tested	1%	1%	**2%**	3%	2%	2%	0%	0%	0%	2%	1%	7%	1%	3%	2%	1%
Absent	1%	1%	**2%**	3%	1%	2%	0%	0%	0%	2%	1%	7%	1%	3%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	97%	99%	99%	100%	100%	100%	98%	99%	94%	99%	98%	98%	99%
Included in Accountability	92%	91%	**88%**	93%	79%	96%	100%	82%	83%	93%	95%	74%	90%	83%	86%	66%
Not Included in Accountability: Mobile	4%	4%	**3%**	4%	2%	2%	0%	6%	17%	4%	1%	13%	1%	6%	2%	3%
Not Included in Accountability: Other Exclusions	3%	5%	**8%**	1%	18%	1%	0%	12%	0%	0%	2%	6%	8%	8%	10%	31%
Not Tested	1%	1%	**1%**	3%	1%	1%	0%	0%	0%	2%	1%	6%	1%	2%	2%	1%
Absent	1%	1%	**1%**	2%	1%	1%	0%	0%	0%	2%	1%	6%	1%	2%	2%	1%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	96%	97%	97%	*	100%	*	100%	100%	89%	99%	95%	97%	98%
Included in Accountability	94%	93%	**93%**	90%	92%	94%	*	97%	*	92%	97%	78%	96%	86%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**3%**	6%	2%	3%	*	3%	*	8%	3%	11%	2%	5%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	3%	0%	*	0%	*	0%	0%	0%	0%	4%	2%	7%
Not Tested	1%	1%	**3%**	4%	3%	3%	*	0%	*	0%	0%	11%	1%	5%	3%	2%
Absent	1%	0%	**2%**	4%	2%	3%	*	0%	*	0%	0%	11%	1%	5%	3%	2%
Other	0%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**97%**	98%	96%	98%	100%	100%	*	100%	99%	94%	98%	95%	98%	98%
Included in Accountability	93%	93%	**92%**	93%	89%	95%	100%	92%	*	96%	97%	82%	96%	84%	93%	85%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	4%	2%	0%	8%	*	4%	2%	12%	2%	7%	3%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	4%	0%	0%	0%	*	0%	0%	0%	0%	4%	2%	6%
Not Tested	1%	1%	**3%**	2%	4%	2%	0%	0%	*	0%	1%	6%	2%	5%	2%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	2%	2%	2%	0%	0%	*	0%	1%	6%	1%	4%	2%	2%
Other	0%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	96%	98%	100%	*	100%	-	92%	98%	100%	99%	96%	98%	97%
Included in Accountability	94%	95%	**97%**	91%	97%	99%	*	100%	-	77%	98%	100%	99%	90%	97%	95%
Not Included in Accountability: Mobile	4%	3%	**1%**	6%	1%	0%	*	0%	-	15%	0%	0%	0%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**1%**	4%	2%	0%	*	0%	-	8%	2%	0%	1%	4%	2%	3%
Absent	1%	1%	**1%**	4%	2%	0%	*	0%	-	8%	2%	0%	1%	4%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**97%**	100%	90%	100%	-	100%	*	100%	-	-	97%	90%	97%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	99%	97%	98%	85%	100%	100%	96%	96%	97%	98%	97%	98%	98%
Included in Accountability	93%	94%	**91%**	87%	89%	96%	77%	91%	61%	91%	91%	79%	94%	83%	90%	82%
Not Included in Accountability: Mobile	5%	4%	**4%**	11%	3%	2%	0%	0%	33%	5%	4%	14%	2%	10%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	1%	5%	0%	8%	9%	6%	0%	1%	4%	2%	4%	3%	13%
Not Tested	1%	1%	**2%**	1%	3%	2%	15%	0%	0%	4%	4%	3%	2%	3%	2%	2%
Absent	1%	1%	**2%**	1%	2%	1%	15%	0%	0%	4%	4%	3%	1%	2%	2%	2%
Other	0%	0%	**1%**	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	99%	98%	99%	*	100%	100%	92%	96%	97%	99%	98%	98%	98%
Included in Accountability	92%	93%	**90%**	88%	85%	97%	*	83%	50%	86%	91%	79%	93%	82%	88%	74%
Not Included in Accountability: Mobile	5%	4%	**3%**	9%	3%	2%	*	0%	33%	6%	4%	7%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**5%**	1%	10%	0%	*	17%	17%	0%	2%	10%	4%	7%	6%	23%
Not Tested	1%	1%	**2%**	1%	2%	1%	*	0%	0%	8%	4%	3%	1%	2%	2%	2%
Absent	1%	1%	**2%**	1%	2%	1%	*	0%	0%	8%	4%	3%	1%	2%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**95%**	99%	95%	94%	*	100%	100%	96%	94%	100%	96%	94%	96%	96%
Included in Accountability	93%	94%	**89%**	83%	90%	90%	*	100%	67%	89%	90%	78%	92%	81%	88%	89%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**6%**	16%	4%	4%	*	0%	33%	7%	5%	22%	3%	11%	7%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	0%	0%	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	**5%**	1%	5%	6%	*	0%	0%	4%	6%	0%	4%	6%	4%	4%
Absent	1%	1%	**3%**	1%	3%	3%	*	0%	0%	4%	6%	0%	2%	3%	2%	4%
Other	0%	1%	**2%**	0%	2%	4%	*	0%	0%	0%	0%	0%	2%	3%	2%	0%
Science																
Assessment Participant	98%	99%	**98%**	100%	97%	99%	*	100%	*	100%	96%	100%	99%	98%	98%	99%
Included in Accountability	93%	95%	**94%**	89%	91%	97%	*	100%	*	100%	88%	84%	97%	87%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	11%	4%	2%	*	0%	*	0%	7%	16%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	3%
Not Tested	2%	1%	**2%**	0%	3%	1%	*	0%	*	0%	4%	0%	1%	2%	2%	1%
Absent	1%	1%	**1%**	0%	2%	1%	*	0%	*	0%	4%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	98%	100%	100%	100%	*	100%	98%	91%	99%	99%	98%	99%
Included in Accountability	94%	96%	**95%**	88%	93%	98%	100%	100%	*	94%	98%	73%	98%	84%	94%	89%
Not Included in Accountability: Mobile	4%	3%	**4%**	12%	5%	1%	0%	0%	*	6%	0%	18%	1%	14%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	2%	0%	0%	0%	*	0%	2%	9%	1%	1%	2%	1%
Absent	1%	1%	**1%**	0%	2%	0%	0%	0%	*	0%	2%	9%	1%	1%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	81%	**86%**	*	82%	85%	-	100%	*	*	-	-	91%	47%	76%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**91.0%**	91.8%	90.4%	91.1%	88.2%	95.0%	92.8%	87.8%	89.4%	89.8%	89.7%
2020-21	95.0%	95.7%	**94.6%**	95.3%	93.7%	95.0%	95.0%	97.0%	94.0%	93.8%	92.2%	93.6%	93.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**32.9%**	28.8%	35.8%	33.0%	30.8%	10.5%	44.4%	42.3%	41.0%	37.7%	41.4%
2020-21	15.0%	12.4%	**15.5%**	13.1%	20.1%	12.1%	21.4%	11.5%	12.5%	24.3%	27.2%	20.3%	22.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**1.3%**	0.8%	1.7%	1.0%	8.3%	0.0%	0.0%	3.9%	3.9%	1.7%	1.7%
2020-21	2.4%	2.0%	**1.8%**	1.8%	2.0%	1.7%	0.0%	0.0%	12.5%	1.4%	2.6%	1.9%	2.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**94.8%**	94.9%	95.1%	94.5%	*	100.0%	*	92.9%	83.7%	92.4%	90.6%
Received TxCHSE	0.3%	0.3%	**0.4%**	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.5%	1.9%	**0.6%**	1.7%	0.0%	0.8%	*	0.0%	*	0.0%	2.3%	0.9%	1.9%
Dropped Out	6.4%	4.9%	**4.2%**	3.4%	4.9%	4.2%	*	0.0%	*	7.1%	14.0%	6.2%	7.5%
Graduates and TxCHSE	90.0%	93.2%	**95.2%**	94.9%	95.1%	94.9%	*	100.0%	*	92.9%	83.7%	92.9%	90.6%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**95.8%**	96.6%	95.1%	95.8%	*	100.0%	*	92.9%	86.0%	93.8%	92.5%
Class of 2021													
Graduated	90.0%	91.0%	**96.2%**	95.9%	95.9%	96.0%	*	100.0%	*	93.3%	83.8%	94.6%	92.1%
Received TxCHSE	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.7%	**0.8%**	0.0%	0.0%	1.8%	*	0.0%	*	0.0%	10.8%	0.5%	0.0%
Dropped Out	5.8%	4.9%	**3.0%**	4.1%	4.1%	2.2%	*	0.0%	*	6.7%	5.4%	4.9%	7.9%
Graduates and TxCHSE	90.3%	91.4%	**96.2%**	95.9%	95.9%	96.0%	*	100.0%	*	93.3%	83.8%	94.6%	92.1%
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**97.0%**	95.9%	95.9%	97.8%	*	100.0%	*	93.3%	94.6%	95.1%	92.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**97.3%**	95.9%	96.5%	98.2%	*	100.0%	*	93.3%	97.0%	95.5%	92.1%
Received TxCHSE	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	**2.7%**	4.1%	3.5%	1.8%	*	0.0%	*	6.7%	3.0%	4.5%	7.9%
Graduates and TxCHSE	92.7%	95.2%	**97.3%**	95.9%	96.5%	98.2%	*	100.0%	*	93.3%	97.0%	95.5%	92.1%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**97.3%**	95.9%	96.5%	98.2%	*	100.0%	*	93.3%	97.0%	95.5%	92.1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**98.5%**	100.0%	98.7%	97.7%	*	100.0%	-	100.0%	100.0%	97.3%	96.4%
Received TxCHSE	0.5%	0.2%	**0.4%**	0.0%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
Continued HS	1.1%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**1.1%**	0.0%	1.3%	1.4%	*	0.0%	-	0.0%	0.0%	1.6%	3.6%
Graduates and TxCHSE	92.7%	96.8%	**98.9%**	100.0%	98.7%	98.6%	*	100.0%	-	100.0%	100.0%	98.4%	96.4%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**98.9%**	100.0%	98.7%	98.6%	*	100.0%	-	100.0%	100.0%	98.4%	96.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	**98.5%**	100.0%	98.7%	97.7%	*	100.0%	-	100.0%	100.0%	97.3%	96.4%
Received TxCHSE	0.5%	0.3%	**0.4%**	0.0%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
Continued HS	0.5%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**1.1%**	0.0%	1.3%	1.4%	*	0.0%	-	0.0%	0.0%	1.6%	3.6%
Graduates and TxCHSE	93.2%	97.3%	**98.9%**	100.0%	98.7%	98.6%	*	100.0%	-	100.0%	100.0%	98.4%	96.4%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**98.9%**	100.0%	98.7%	98.6%	*	100.0%	-	100.0%	100.0%	98.4%	96.4%
Class of 2019													
Graduated	92.6%	95.2%	**97.0%**	95.2%	95.7%	97.5%	*	100.0%	*	100.0%	94.7%	95.8%	95.8%
Received TxCHSE	0.6%	0.4%	**0.2%**	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.4%	**2.8%**	4.8%	4.3%	2.1%	*	0.0%	*	0.0%	5.3%	3.6%	4.2%
Graduates and TxCHSE	93.2%	95.6%	**97.2%**	95.2%	95.7%	97.9%	*	100.0%	*	100.0%	94.7%	96.4%	95.8%
Graduates, TxCHSE, and Continuers	93.8%	95.6%	**97.2%**	95.2%	95.7%	97.9%	*	100.0%	*	100.0%	94.7%	96.4%	95.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	**93.8%**	93.3%	92.6%	94.5%	*	100.0%	*	92.9%	78.7%	92.0%	87.3%
Class of 2021	90.0%	90.6%	**96.2%**	95.9%	95.9%	96.0%	*	100.0%	*	93.8%	83.8%	94.6%	92.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**5.3%**	5.4%	5.2%	5.4%	*	4.3%	*	7.7%	16.7%	6.7%	14.6%
Class of 2021	3.8%	2.3%	**4.4%**	2.1%	6.1%	4.1%	*	0.0%	*	7.1%	16.1%	6.3%	14.3%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	78.0%	**82.4%**	83.9%	76.4%	87.1%	*	78.3%	*	84.6%	36.1%	79.0%	56.3%
Class of 2021	81.9%	72.0%	**82.1%**	78.7%	77.0%	86.2%	*	82.1%	*	85.7%	58.1%	72.9%	54.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	80.0%	**87.7%**	89.3%	81.6%	92.4%	*	82.6%	*	92.3%	52.8%	85.6%	70.8%
Class of 2021	85.7%	74.3%	**86.5%**	80.9%	83.0%	90.3%	*	82.1%	*	92.9%	74.2%	79.2%	68.6%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	**5.4%**	5.2%	5.7%	5.4%	*	4.3%	*	7.7%	14.3%	6.5%	16.3%
2020-21	3.8%	2.2%	**4.2%**	2.2%	6.1%	3.6%	*	0.0%	*	6.3%	14.3%	6.3%	15.2%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	**81.0%**	81.0%	75.4%	85.7%	*	78.3%	*	84.6%	33.3%	76.5%	53.1%
2020-21	80.4%	70.5%	**82.2%**	82.2%	77.0%	86.4%	*	81.5%	*	75.0%	51.4%	73.7%	60.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	**86.4%**	86.2%	81.1%	91.1%	*	82.6%	*	92.3%	47.6%	83.0%	69.4%
2020-21	84.1%	72.5%	**86.0%**	84.4%	83.0%	89.2%	*	81.5%	*	81.3%	62.2%	80.0%	75.8%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	499	100.0%	1,545	368,686
By Ethnicity:				
African American	58	11.6%	167	45,227
Hispanic	175	35.1%	673	191,125
White	224	44.9%	569	103,171
American Indian	3	0.6%	9	1,159
Asian	23	4.6%	87	18,794
Pacific Islander	3	0.6%	5	569
Two or More Races	13	2.6%	35	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	68	13.6%	345	51,023
Foundation H.S. Program (Endorsement)	27	5.4%	31	14,179
Foundation H.S. Program (DLA)	404	81.0%	1,169	302,917
Special Education Graduates	42	8.4%	127	32,447
Economically Disadvantaged Graduates	200	40.1%	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	49	9.8%	201	40,398
At-Risk Graduates	178	35.7%	720	159,689
CTE Completers	88	17.6%	214	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	56.4%	**62.7%**	51.7%	61.1%	68.3%	*	69.6%	*	46.2%	81.0%	55.5%	42.9%
2020-21	65.2%	58.3%	**68.3%**	48.9%	66.1%	73.4%	*	74.1%	*	68.8%	81.1%	59.5%	30.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	40.9%	**47.3%**	32.8%	49.7%	49.1%	*	65.2%	*	30.8%	7.1%	36.5%	32.7%
2020-21	52.7%	45.0%	**52.8%**	40.0%	45.5%	58.6%	*	66.7%	*	62.5%	5.4%	41.1%	15.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	48.3%	**56.9%**	39.7%	55.4%	63.4%	*	65.2%	*	38.5%	14.3%	47.0%	26.5%
2020-21	56.1%	50.8%	**60.1%**	51.1%	47.3%	70.3%	*	70.4%	*	62.5%	8.1%	44.2%	9.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	36.2%	**42.3%**	32.8%	36.6%	47.8%	*	69.6%	*	23.1%	23.8%	34.5%	28.6%
2020-21	45.7%	41.8%	**52.6%**	40.0%	44.8%	57.7%	*	74.1%	*	62.5%	5.4%	41.6%	27.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	30.5%	**34.3%**	19.0%	31.4%	39.3%	*	56.5%	*	23.1%	7.1%	25.5%	16.3%
2020-21	40.4%	35.2%	**44.1%**	33.3%	29.7%	53.6%	*	63.0%	*	56.3%	5.4%	28.9%	3.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	23.0%	**22.6%**	3.4%	28.6%	21.4%	*	47.8%	*	7.7%	2.4%	19.0%	22.4%
2020-21	21.3%	26.8%	**30.3%**	15.6%	27.9%	31.5%	*	63.0%	*	25.0%	2.7%	23.7%	12.1%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	16.2%	**21.4%**	17.2%	21.7%	24.1%	*	17.4%	*	7.7%	2.4%	12.5%	0.0%
2020-21	25.9%	19.7%	**25.1%**	20.0%	17.0%	31.5%	*	25.9%	*	37.5%	0.0%	16.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	29.3%	**35.1%**	34.5%	32.6%	36.2%	*	52.2%	*	38.5%	81.0%	34.5%	16.3%
2020-21	24.2%	24.7%	**36.7%**	15.6%	41.8%	40.1%	*	25.9%	*	25.0%	81.1%	30.5%	21.2%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.0%	**29.7%**	25.9%	28.0%	30.4%	*	52.2%	*	30.8%	19.0%	27.5%	12.2%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.4%	**32.2%**	13.3%	34.5%	36.9%	*	22.2%	*	18.8%	21.6%	23.2%	12.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	**0.2%**	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.4%	**3.8%**	3.4%	4.6%	3.6%	*	0.0%	*	7.7%	45.2%	6.0%	4.1%
2020-21	2.4%	3.6%	**2.7%**	0.0%	4.2%	1.4%	*	7.4%	*	6.3%	35.1%	4.2%	6.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.8%	**4.0%**	8.6%	1.7%	4.9%	*	0.0%	*	7.7%	47.6%	4.0%	2.0%
2020-21	4.4%	2.1%	**4.8%**	4.4%	4.2%	4.5%	*	11.1%	*	6.3%	62.2%	7.9%	6.1%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	26.7%	**32.9%**	22.4%	34.3%	36.6%	*	21.7%	*	15.4%	7.1%	27.5%	2.0%
	2020-21	25.9%	31.9%	**41.1%**	33.3%	32.7%	50.9%	*	33.3%	*	31.3%	5.4%	28.9%	9.1%
Mathematics	2021-22	18.7%	15.9%	**11.6%**	10.3%	10.9%	13.4%	*	8.7%	*	7.7%	4.8%	11.5%	4.1%
	2020-21	19.4%	18.5%	**22.3%**	17.8%	20.6%	24.3%	*	18.5%	*	37.5%	5.4%	20.5%	3.0%
Both Subjects	2021-22	12.6%	11.4%	**8.4%**	6.9%	8.6%	10.3%	*	0.0%	*	0.0%	2.4%	9.0%	2.0%
	2020-21	14.4%	13.5%	**15.4%**	13.3%	10.3%	20.3%	*	14.8%	*	12.5%	2.7%	13.2%	3.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.8%	**2.4%**	3.4%	4.0%	1.3%	*	0.0%	*	0.0%	2.4%	4.0%	12.2%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	4.3%	**7.6%**	13.8%	7.4%	6.7%	*	4.3%	*	0.0%	16.7%	9.5%	16.3%
	2020-21	10.3%	4.4%	**6.5%**	8.9%	8.5%	4.5%	*	11.1%	*	0.0%	0.0%	8.9%	24.2%
Both Subjects	2021-22	7.5%	0.5%	**1.6%**	0.0%	3.4%	0.9%	*	0.0%	*	0.0%	0.0%	2.0%	10.2%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**20.4%**	7.4%	19.3%	21.5%	11.1%	51.0%	*	6.5%	4.4%	14.5%	11.7%
	2021	21.1%	21.6%	**20.2%**	12.7%	16.4%	21.5%	*	50.0%	33.3%	23.3%	1.0%	13.0%	4.3%
English Language Arts	2022	13.2%	11.7%	**10.7%**	4.3%	9.4%	11.1%	11.1%	32.7%	*	3.2%	1.1%	7.2%	1.0%
	2021	12.1%	10.1%	**11.4%**	8.2%	8.6%	12.4%	*	30.0%	33.3%	6.7%	1.0%	7.8%	2.2%
Mathematics	2022	6.9%	5.9%	**6.2%**	2.1%	4.5%	6.9%	0.0%	20.4%	*	0.0%	0.0%	4.5%	3.9%
	2021	6.1%	5.7%	**7.5%**	4.5%	3.5%	9.1%	*	24.0%	16.7%	13.3%	0.0%	3.9%	1.1%
Science	2022	9.6%	9.6%	**9.6%**	1.1%	7.7%	10.9%	0.0%	30.6%	*	3.2%	1.1%	5.0%	1.0%
	2021	8.7%	11.1%	**8.4%**	3.6%	5.4%	9.9%	*	24.0%	16.7%	13.3%	0.0%	4.8%	0.0%
Social Studies	2022	12.5%	11.3%	**9.9%**	0.0%	6.8%	11.1%	0.0%	42.9%	*	3.2%	0.0%	7.5%	3.9%
	2021	11.6%	12.6%	**10.8%**	5.5%	8.9%	10.7%	*	40.0%	33.3%	3.3%	1.0%	6.7%	2.2%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.5%	**69.7%**	14.3%	72.1%	67.7%	*	88.0%	*	*	*	67.2%	66.7%
	2021	48.6%	55.3%	**62.9%**	35.7%	60.7%	63.5%	-	84.0%	*	42.9%	*	61.7%	*
English Language Arts	2022	53.2%	62.0%	**70.2%**	*	63.6%	72.9%	*	87.5%	*	*	*	58.6%	*
	2021	42.7%	55.1%	**53.3%**	44.4%	56.3%	48.3%	-	80.0%	*	*	*	50.0%	*
Mathematics	2022	50.4%	54.5%	**88.3%**	*	100.0%	90.0%	-	80.0%	*	-	-	94.4%	*
	2021	49.4%	60.6%	**83.5%**	80.0%	84.6%	81.8%	-	100.0%	*	*	-	83.3%	*
Science	2022	44.7%	53.9%	**64.5%**	*	66.7%	61.7%	-	73.3%	*	*	*	85.0%	*
	2021	41.4%	46.4%	**53.9%**	*	45.0%	64.6%	-	41.7%	*	*	-	40.9%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	54.8%	**64.6%**	-	58.3%	60.4%	-	76.2%	*	*	-	56.7%	*
	2021	42.2%	47.1%	**64.0%**	50.0%	51.5%	69.2%	-	70.0%	*	*	*	71.0%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.8%	**82.8%**	87.9%	77.1%	84.8%	*	91.3%	*	76.9%	57.1%	78.5%	79.6%
	2020-21	70.8%	60.7%	**66.8%**	68.9%	58.2%	71.6%	*	74.1%	*	68.8%	21.6%	60.3%	30.3%
At/Above Criterion for All Examinees	2021-22	32.1%	36.1%	**31.5%**	15.7%	28.9%	35.8%	*	57.1%	*	20.0%	12.5%	20.4%	5.1%
	2020-21	32.9%	43.6%	**49.4%**	35.5%	32.3%	57.9%	*	70.0%	*	72.7%	25.0%	33.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1006	**981**	897	971	1007	*	1067	*	958	839	934	855
	2020-21	1002	1040	**1056**	1001	995	1090	1210	1144	1125	1068	891	989	841
English Language Arts and Writing	2021-22	506	510	**495**	451	489	509	*	532	*	499	421	470	414
	2020-21	504	522	**533**	506	501	552	550	570	555	527	446	495	417
Mathematics	2021-22	496	496	**486**	446	482	498	*	534	*	459	418	464	441
	2020-21	498	518	**524**	495	494	538	660	575	570	541	445	494	424
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.4	**23.0**	-	*	22.8	-	-	-	-	-	*	-
	2020-21	20.0	23.4	**24.8**	20.8	24.8	25.1	-	29.0	29.0	22.0	-	25.8	-
English Language Arts	2021-22	19.2	23.8	**23.1**	-	*	22.3	-	-	-	-	-	*	-
	2020-21	19.6	23.2	**24.6**	20.3	25.5	24.9	-	29.5	30.5	21.0	-	26.2	-
Mathematics	2021-22	19.3	22.6	**22.0**	-	*	22.4	-	-	-	-	-	*	-
	2020-21	19.9	22.8	**24.1**	20.8	23.0	24.7	-	27.0	26.0	23.5	-	23.8	-
Science	2021-22	19.8	23.2	**23.9**	-	*	23.8	-	-	-	-	-	*	-
	2020-21	20.3	23.7	**25.1**	22.0	25.3	25.4	-	28.5	29.0	23.0	-	26.4	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	33.4%	**37.5%**	28.6%	36.2%	37.8%	36.4%	66.7%	44.4%	36.4%	14.1%	29.7%	30.1%
	2020-21	42.5%	34.7%	**37.9%**	29.7%	36.7%	38.3%	25.0%	56.4%	71.4%	41.5%	14.3%	29.0%	21.4%
English Language Arts	2021-22	16.6%	10.8%	**13.2%**	5.5%	11.1%	15.8%	9.1%	25.3%	22.2%	9.5%	1.1%	6.8%	0.7%
	2020-21	16.3%	11.2%	**15.3%**	12.0%	12.5%	17.2%	0.0%	26.9%	33.3%	9.8%	2.1%	9.5%	1.4%
Mathematics	2021-22	19.9%	14.3%	**16.6%**	13.1%	13.6%	17.9%	10.0%	38.4%	33.3%	13.6%	3.9%	12.0%	5.8%
	2020-21	19.3%	14.1%	**12.8%**	7.5%	9.8%	14.4%	0.0%	25.2%	33.3%	18.3%	0.5%	7.7%	2.3%
Science	2021-22	21.1%	18.5%	**22.0%**	19.2%	19.7%	22.4%	22.2%	40.9%	33.3%	23.0%	10.0%	18.1%	12.5%
	2020-21	20.6%	19.8%	**22.6%**	16.8%	22.4%	23.5%	18.2%	26.0%	50.0%	23.0%	11.7%	18.3%	10.2%
Social Studies	2021-22	22.8%	14.9%	**15.3%**	4.2%	11.6%	17.8%	0.0%	48.9%	22.2%	14.3%	1.1%	7.9%	3.4%
	2020-21	22.8%	18.0%	**18.4%**	10.8%	13.9%	20.6%	8.3%	44.4%	50.0%	17.7%	1.6%	10.4%	2.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.6%	**50.9%**	51.1%	46.7%	53.6%	*	55.6%	*	50.0%	24.3%	45.0%	24.2%
	2019-20	46.1%	45.7%	**46.6%**	40.0%	42.2%	49.8%	*	50.0%	-	75.0%	5.6%	36.6%	16.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	2,016	100.0%	22,581	5,504,150	2,016	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	538	26.7%	8.8%	8.7%	538	26.7%	8.8%	8.7%
Grade 10	562	27.9%	8.3%	7.9%	562	27.9%	8.3%	7.9%
Grade 11	449	22.3%	6.6%	7.0%	449	22.3%	6.6%	7.0%
Grade 12	467	23.2%	7.4%	6.6%	467	23.2%	7.3%	6.6%
Ethnic Distribution:								
African American	224	11.1%	9.8%	12.8%	224	11.1%	9.8%	12.8%
Hispanic	745	37.0%	45.6%	53.0%	745	37.0%	45.6%	52.9%
White	867	43.0%	35.3%	25.6%	867	43.0%	35.4%	25.7%
American Indian	13	0.6%	0.4%	0.3%	13	0.6%	0.4%	0.3%
Asian	94	4.7%	4.5%	5.1%	94	4.7%	4.5%	5.1%
Pacific Islander	5	0.2%	0.5%	0.2%	5	0.2%	0.5%	0.2%
Two or More Races	68	3.4%	3.9%	3.0%	68	3.4%	3.9%	3.0%
Sex:								
Female	960	47.6%	48.4%	48.8%	960	47.6%	48.3%	48.8%
Male	1,056	52.4%	51.6%	51.2%	1,056	52.4%	51.7%	51.2%
Economically Disadvantaged	1,068	53.0%	63.5%	62.1%	1,068	53.0%	63.4%	62.0%
Non-Educationally Disadvantaged	948	47.0%	36.5%	37.9%	948	47.0%	36.6%	38.0%
Section 504 Students	289	14.3%	9.6%	7.4%	289	14.3%	9.5%	7.4%
EB Students/EL	292	14.5%	25.0%	23.1%	292	14.5%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	95	4.3%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	188	9.3%	7.8%	5.5%	188	9.3%	7.8%	5.5%
Foster Care	2	0.1%	0.2%	0.2%	2	0.1%	0.2%	0.2%
Homeless	18	0.9%	0.8%	1.3%	18	0.9%	0.8%	1.3%
Immigrant	34	1.7%	2.0%	2.2%	34	1.7%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	18	0.9%	54.1%	64.6%	18	0.9%	54.1%	64.6%
Military Connected	19	0.9%	0.7%	3.6%	19	0.9%	0.7%	3.6%
At-Risk	1,181	58.6%	64.3%	53.3%	1,181	58.6%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	287	14.2%	24.8%	23.2%	287	14.2%	24.8%	23.2%
Career and Technical Education	1,416	70.2%	29.9%	26.5%	1,416	70.2%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	1,416	70.2%	68.0%	72.3%	1,416	70.2%	68.0%	72.2%
Gifted and Talented Education	178	8.8%	7.0%	8.2%	178	8.8%	7.0%	8.2%
Special Education	188	9.3%	12.6%	12.6%	188	9.3%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	188							
By Type of Primary Disability Students with Intellectual Disabilities	94	50.0%	40.4%	44.1%				
Students with Physical Disabilities	*	*	23.7%	20.0%				
Students with Autism	**	**	18.0%	15.5%				
Students with Behavioral Disabilities	60	31.9%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	284	12.7%	14.4%	16.8%				
By Ethnicity: African American	47	2.1%	2.6%	3.3%				
Hispanic	101	4.5%	6.0%	8.7%				
White	111	5.0%	4.5%	3.4%				
American Indian	2	0.1%	0.1%	0.1%				
Asian	4	0.2%	0.4%	0.7%				
Pacific Islander	2	0.1%	0.1%	0.0%				
Two or More Races	17	0.8%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	44	19.1%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	44	14.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	164	15.6%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	226	14.3%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	6.6%	9.4%	8.7%	10.8%	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	17.0	16.1	16.2
Foreign Languages	21.8	20.8	18.8
Mathematics	18.6	18.8	17.5
Science	16.7	17.2	18.5
Social Studies	20.3	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
RICHLAND H S (220902002) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	162.1	100.0%	100.0%	100.0%
Professional Staff:	152.4	94.0%	67.6%	64.1%
Teachers	127.7	78.7%	50.4%	48.7%
Professional Support	18.7	11.5%	11.7%	10.9%
Campus Administration (School Leadership)	6.0	3.7%	3.2%	3.3%
Educational Aides:	9.8	6.0%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	8.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	37.8	23.3%	31.1%	53.2%
Teachers by Ethnicity:				
African American	10.3	8.1%	5.0%	11.8%
Hispanic	17.0	13.3%	16.0%	29.6%
White	93.0	72.8%	75.3%	54.9%
American Indian	1.0	0.8%	0.3%	0.3%
Asian	3.0	2.4%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	3.4	2.6%	1.5%	1.2%
Teachers by Sex:				
Males	58.6	45.9%	23.2%	24.4%
Females	69.0	54.1%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.8	1.4%	0.7%	2.0%
Bachelors	80.4	63.0%	72.1%	72.2%
Masters	45.5	35.6%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.2	6.4%	9.5%	9.7%
1-5 Years Experience	23.3	18.3%	23.2%	26.3%
6-10 Years Experience	28.2	22.1%	22.7%	20.5%
11-20 Years Experience	45.3	35.5%	27.9%	27.2%
21-30 Years Experience	14.9	11.6%	13.5%	13.3%
Over 30 Years Experience	7.8	6.1%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.7	6.1
Average Years Experience of Principals with District	12.0	6.7	5.3
Average Years Experience of Assistant Principals	8.0	6.4	5.2
Average Years Experience of Assistant Principals with District	7.5	5.1	4.4
Average Years Experience of Teachers:	12.3	11.5	11.0
Average Years Experience of Teachers with District:	8.0	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,599	$59,919	$53,300
1-5 Years Experience	$63,191	$60,212	$56,516
6-10 Years Experience	$61,155	$61,624	$59,732
11-20 Years Experience	$64,396	$64,485	$63,389
21-30 Years Experience	$71,419	$69,454	$67,876
Over 30 Years Experience	$73,759	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,477	$63,500	$60,717
Professional Support	$73,788	$76,823	$72,022
Campus Administration (School Leadership)	$90,218	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.8%	7.0%	5.9%
Career and Technical Education	18.3	14.3%	4.9%	5.4%
Compensatory Education	1.4	1.1%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	85.0	66.6%	63.5%	70.6%
Special Education	5.5	4.3%	10.8%	9.7%
Other	16.5	12.9%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: TARRANT CO J J A E P

Campus Number: 220902009

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1	100.0%	22,581	5,504,150	1	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	1	100.0%	8.3%	7.9%	1	100.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	0	0.0%	9.8%	12.8%	0	0.0%	9.8%	12.8%
Hispanic	1	100.0%	45.6%	53.0%	1	100.0%	45.6%	52.9%
White	0	0.0%	35.3%	25.6%	0	0.0%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	0	0.0%	4.5%	5.1%	0	0.0%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	0	0.0%	3.9%	3.0%	0	0.0%	3.9%	3.0%
Sex:								
Female	0	0.0%	48.4%	48.8%	0	0.0%	48.3%	48.8%
Male	1	100.0%	51.6%	51.2%	1	100.0%	51.7%	51.2%
Economically Disadvantaged	1	100.0%	63.5%	62.1%	1	100.0%	63.4%	62.0%
Non-Educationally Disadvantaged	0	0.0%	36.5%	37.9%	0	0.0%	36.6%	38.0%
Section 504 Students	0	0.0%	9.6%	7.4%	0	0.0%	9.5%	7.4%
EB Students/EL	1	100.0%	25.0%	23.1%	1	100.0%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	0	0.0%	7.8%	5.5%	0	0.0%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	0	0.0%	0.8%	1.3%	0	0.0%	0.8%	1.3%
Immigrant	0	0.0%	2.0%	2.2%	0	0.0%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	54.1%	64.6%	0	0.0%	54.1%	64.6%
Military Connected	0	0.0%	0.7%	3.6%	0	0.0%	0.7%	3.6%
At-Risk	1	100.0%	64.3%	53.3%	1	100.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1	100.0%	24.8%	23.2%	1	100.0%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	0.0%	68.0%	72.2%
Gifted and Talented Education	0	0.0%	7.0%	8.2%	0	0.0%	7.0%	8.2%
Special Education	0	0.0%	12.6%	12.6%	0	0.0%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	40.4%	44.1%				
Students with Physical Disabilities	0	0.0%	23.7%	20.0%				
Students with Autism	0	0.0%	18.0%	15.5%				
Students with Behavioral Disabilities	0	0.0%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	0	0.0%	14.4%	16.8%				
By Ethnicity: African American	0	0.0%	2.6%	3.3%				
Hispanic	0	0.0%	6.0%	8.7%				
White	0	0.0%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	-	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	0	0.0%	17.8%	18.1%				

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	67.6%	64.1%
Teachers	-	-	50.4%	48.7%
Professional Support	-	-	11.7%	10.9%
Campus Administration (School Leadership)	-	-	3.2%	3.3%
Educational Aides:	-	-	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	23.0	4,258.0
Part-time Librarians	-	n/a	3.0	646.0
Full-time Counselors	-	n/a	72.0	13,815.0
Part-time Counselors	-	n/a	4.0	1,240.0
Total Minority Staff:	-	-	31.1%	53.2%
Teachers by Ethnicity:				
African American	-	-	5.0%	11.8%
Hispanic	-	-	16.0%	29.6%
White	-	-	75.3%	54.9%
American Indian	-	-	0.3%	0.3%
Asian	-	-	1.8%	2.0%
Pacific Islander	-	-	0.1%	0.1%
Two or More Races	-	-	1.5%	1.2%
Teachers by Sex:				
Males	-	-	23.2%	24.4%
Females	-	-	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	-	-	0.7%	2.0%
Bachelors	-	-	72.1%	72.2%
Masters	-	-	26.5%	25.0%
Doctorate	-	-	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	-	-	9.5%	9.7%
1-5 Years Experience	-	-	23.2%	26.3%
6-10 Years Experience	-	-	22.7%	20.5%
11-20 Years Experience	-	-	27.9%	27.2%
21-30 Years Experience	-	-	13.5%	13.3%
Over 30 Years Experience	-	-	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	-	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.7	6.1
Average Years Experience of Principals with District	-	6.7	5.3
Average Years Experience of Assistant Principals	-	6.4	5.2
Average Years Experience of Assistant Principals with District	-	5.1	4.4
Average Years Experience of Teachers:	-	11.5	11.0
Average Years Experience of Teachers with District:	-	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$59,919	$53,300
1-5 Years Experience	-	$60,212	$56,516
6-10 Years Experience	-	$61,624	$59,732
11-20 Years Experience	-	$64,485	$63,389
21-30 Years Experience	-	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	-	$63,500	$60,717
Professional Support	-	$76,823	$72,022
Campus Administration (School Leadership)	-	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	-	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	7.0%	5.9%
Career and Technical Education	-	-	4.9%	5.4%
Compensatory Education	-	-	7.3%	3.2%
Gifted and Talented Education	-	-	0.9%	1.7%
Regular Education	-	-	63.5%	70.6%
Special Education	-	-	10.8%	9.7%
Other	-	-	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: BIRDVILLE H S

Campus Number: 220902010

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**82%**	73%	77%	89%	*	81%	*	80%	34%	57%	84%	76%	74%	69%
	2022	65%	66%	**73%**	64%	65%	83%	*	64%	*	83%	36%	*	78%	63%	61%	56%
At Meets Grade Level or Above	2023	52%	56%	**67%**	49%	55%	81%	*	76%	*	70%	27%	43%	71%	58%	54%	42%
	2022	47%	47%	**57%**	48%	42%	70%	*	55%	*	75%	25%	*	60%	48%	43%	32%
At Masters Grade Level	2023	13%	15%	**25%**	8%	17%	35%	*	38%	*	25%	5%	14%	26%	21%	12%	12%
	2022	11%	10%	**15%**	5%	5%	23%	*	23%	*	33%	7%	*	18%	8%	9%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	77%	**82%**	75%	76%	86%	*	89%	*	94%	47%	67%	83%	78%	74%	68%
	2022	72%	74%	**83%**	67%	76%	89%	*	94%	*	94%	36%	100%	85%	76%	73%	62%
At Meets Grade Level or Above	2023	54%	58%	**68%**	50%	59%	78%	*	79%	*	88%	31%	67%	71%	61%	57%	44%
	2022	55%	58%	**69%**	55%	57%	80%	*	69%	*	72%	26%	88%	72%	62%	54%	33%
At Masters Grade Level	2023	9%	9%	**14%**	6%	4%	22%	*	16%	*	31%	5%	0%	17%	7%	6%	5%
	2022	9%	9%	**15%**	3%	6%	22%	*	19%	*	11%	5%	25%	17%	10%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**78%**	75%	73%	84%	*	100%	*	77%	56%	57%	80%	74%	74%	69%
	2022	76%	78%	**77%**	74%	73%	83%	*	77%	*	62%	53%	40%	80%	70%	72%	68%
At Meets Grade Level or Above	2023	43%	48%	**38%**	23%	35%	46%	*	73%	*	46%	24%	29%	39%	37%	31%	31%
	2022	43%	45%	**41%**	38%	35%	50%	*	46%	*	23%	32%	20%	43%	37%	32%	25%
At Masters Grade Level	2023	23%	25%	**13%**	6%	12%	16%	*	27%	*	15%	5%	14%	12%	14%	9%	8%
	2022	27%	27%	**21%**	15%	15%	28%	*	46%	*	15%	16%	0%	21%	20%	15%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	91%	**95%**	92%	95%	96%	*	89%	*	95%	77%	83%	95%	94%	93%	90%
	2022	83%	84%	**90%**	82%	85%	96%	-	95%	*	91%	65%	*	92%	86%	82%	76%
At Meets Grade Level or Above	2023	56%	64%	**74%**	60%	67%	83%	*	84%	*	89%	38%	50%	77%	69%	63%	48%
	2022	55%	61%	**75%**	61%	66%	86%	-	65%	*	83%	54%	*	78%	67%	63%	55%
At Masters Grade Level	2023	21%	28%	**38%**	26%	31%	46%	*	58%	*	32%	8%	50%	40%	33%	24%	19%
	2022	21%	29%	**41%**	24%	27%	54%	-	50%	*	48%	19%	*	47%	27%	24%	19%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	96%	**99%**	98%	98%	99%	*	100%	*	100%	91%	100%	98%	100%	98%	100%
	2022	89%	90%	**94%**	88%	91%	96%	*	95%	100%	100%	69%	*	95%	89%	88%	82%
At Meets Grade Level or Above	2023	70%	78%	**87%**	73%	80%	93%	*	87%	*	100%	50%	100%	89%	83%	78%	63%
	2022	68%	72%	**84%**	68%	80%	89%	*	86%	80%	85%	52%	*	86%	77%	68%	49%
At Masters Grade Level	2023	38%	46%	**57%**	38%	47%	67%	*	40%	*	60%	22%	67%	60%	48%	43%	35%
	2022	42%	47%	**60%**	36%	55%	68%	*	68%	60%	46%	19%	*	62%	53%	44%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**98%**	89%	97%	99%	-	90%	*	*	*	-	98%	92%	95%	83%
	2022	92%	95%	**97%**	100%	91%	98%	-	100%	-	*	-	-	97%	90%	88%	-
At Meets Grade Level or Above	2023	61%	63%	**77%**	56%	74%	80%	-	90%	*	*	*	-	78%	67%	60%	50%
	2022	64%	70%	**75%**	67%	66%	77%	-	89%	-	*	-	-	78%	30%	62%	-
At Masters Grade Level	2023	12%	5%	**7%**	0%	0%	10%	-	20%	*	*	*	-	7%	17%	3%	0%
	2022	13%	7%	**8%**	0%	0%	12%	-	11%	-	*	-	-	8%	20%	8%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**88%**	81%	84%	92%	85%	91%	86%	90%	57%	72%	89%	84%	82%	77%
	2022	74%	76%	**84%**	74%	78%	91%	75%	86%	71%	87%	50%	71%	87%	76%	75%	68%
At Meets Grade Level or Above	2023	49%	53%	**69%**	49%	59%	79%	54%	81%	43%	78%	32%	56%	71%	61%	56%	44%
	2022	48%	50%	**66%**	53%	55%	77%	63%	68%	53%	70%	36%	62%	70%	57%	51%	39%
At Masters Grade Level	2023	20%	22%	**28%**	14%	20%	36%	31%	35%	14%	31%	7%	28%	29%	24%	17%	14%
	2022	23%	24%	**29%**	15%	20%	37%	38%	39%	24%	31%	13%	14%	32%	21%	18%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**82%**	74%	77%	88%	80%	85%	*	86%	40%	62%	84%	77%	74%	68%
	2022	75%	76%	**78%**	65%	69%	86%	80%	76%	67%	88%	36%	83%	81%	69%	66%	58%
At Meets Grade Level or Above	2023	53%	56%	**68%**	49%	57%	80%	80%	78%	*	78%	29%	54%	71%	59%	55%	43%
	2022	53%	53%	**62%**	51%	48%	75%	60%	61%	33%	74%	25%	75%	66%	54%	48%	33%
At Masters Grade Level	2023	20%	21%	**20%**	7%	11%	29%	40%	28%	*	28%	5%	8%	21%	15%	9%	8%
	2022	25%	25%	**15%**	4%	6%	22%	60%	21%	0%	24%	6%	17%	17%	9%	8%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**84%**	77%	77%	90%	*	95%	*	82%	56%	57%	87%	75%	77%	70%
	2022	72%	75%	**82%**	76%	76%	89%	*	86%	*	67%	53%	40%	86%	71%	74%	68%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	46%	**50%**	27%	43%	60%	*	81%	*	47%	23%	29%	54%	39%	35%	32%
	2022	42%	44%	**50%**	40%	40%	60%	*	64%	*	27%	32%	20%	55%	37%	35%	25%
At Masters Grade Level	2023	19%	18%	**11%**	5%	9%	13%	*	24%	*	12%	5%	14%	10%	14%	8%	8%
	2022	20%	21%	**17%**	13%	12%	22%	*	32%	*	13%	16%	0%	17%	20%	14%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**95%**	92%	95%	96%	*	89%	*	95%	77%	83%	95%	94%	93%	90%
	2022	76%	78%	**90%**	82%	85%	96%	-	95%	*	91%	65%	*	92%	86%	82%	76%
At Meets Grade Level or Above	2023	47%	54%	**74%**	60%	67%	83%	*	84%	*	89%	38%	50%	77%	69%	63%	48%
	2022	47%	51%	**75%**	61%	66%	86%	-	65%	*	83%	54%	*	78%	67%	63%	55%
At Masters Grade Level	2023	18%	23%	**38%**	26%	31%	46%	*	58%	*	32%	8%	50%	40%	33%	24%	19%
	2022	21%	24%	**41%**	24%	27%	54%	-	50%	*	48%	19%	*	47%	27%	24%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**99%**	98%	98%	99%	*	100%	*	100%	91%	100%	98%	100%	98%	100%
	2022	75%	75%	**94%**	88%	91%	96%	*	95%	100%	100%	69%	*	95%	89%	88%	82%
At Meets Grade Level or Above	2023	52%	57%	**87%**	73%	80%	93%	*	87%	*	100%	50%	100%	89%	83%	78%	63%
	2022	50%	50%	**84%**	68%	80%	89%	*	86%	80%	85%	52%	*	86%	77%	68%	49%
At Masters Grade Level	2023	27%	31%	**57%**	38%	47%	67%	*	40%	*	60%	22%	67%	60%	48%	43%	35%
	2022	30%	32%	**60%**	36%	55%	68%	*	68%	60%	46%	19%	*	62%	53%	44%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	**69%**	59%	70%	71%	*	76%	*	56%	38%	60%	69%	68%	63%	66%
End of Course English II	2023	74%	78%	**80%**	84%	76%	82%	*	76%	*	85%	51%	60%	80%	78%	74%	74%
End of Course Algebra I	2023	76%	74%	**53%**	55%	59%	46%	*	65%	*	50%	52%	60%	48%	65%	57%	63%
All Grades Both Subjects	2023	64%	65%	**69%**	65%	69%	70%	57%	74%	*	64%	47%	60%	69%	71%	66%	68%
All Grades ELA/Reading	2023	63%	65%	**74%**	70%	73%	77%	60%	76%	*	69%	45%	60%	75%	73%	69%	70%
All Grades Mathematics	2023	66%	66%	**53%**	55%	59%	46%	*	65%	*	50%	52%	60%	48%	65%	57%	63%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	41%	**33%**	18%	39%	33%	-	*	*	*	5%	*	39%	19%	35%	41%
End of Course English II	2023	41%	47%	**43%**	64%	33%	50%	*	*	-	-	18%	*	45%	39%	39%	28%
End of Course Algebra I	2023	58%	58%	**39%**	31%	41%	45%	*	-	*	*	31%	*	48%	30%	41%	48%
All Grades Both Subjects	2023	38%	40%	**40%**	39%	37%	46%	*	*	*	*	17%	0%	44%	32%	39%	37%
All Grades ELA/Reading	2023	35%	39%	**40%**	44%	35%	46%	*	*	*	*	13%	*	43%	33%	38%	33%
All Grades Mathematics	2023	40%	41%	**39%**	31%	41%	45%	*	-	*	*	31%	*	48%	30%	41%	48%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**88%**	-	-	-	-	-	-	75%	-	75%	-	67%	90%	75%	91%
	2022	74%	76%	**84%**	-	-	-	-	-	-	66%	*	66%	-	50%	87%	66%	81%
At Meets Grade Level or Above	2023	49%	53%	**69%**	-	-	-	-	-	-	39%	-	39%	-	50%	73%	39%	79%
	2022	48%	50%	**66%**	-	-	-	-	-	-	36%	*	36%	-	50%	72%	36%	68%
At Masters Grade Level	2023	20%	22%	**28%**	-	-	-	-	-	-	11%	-	11%	-	0%	30%	10%	33%
	2022	23%	24%	**29%**	-	-	-	-	-	-	10%	*	10%	-	33%	32%	10%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**82%**	-	-	-	-	-	-	64%	-	64%	-	*	85%	64%	90%
	2022	75%	76%	**78%**	-	-	-	-	-	-	56%	*	55%	-	*	82%	56%	79%
At Meets Grade Level or Above	2023	53%	56%	**68%**	-	-	-	-	-	-	35%	-	35%	-	*	73%	36%	83%
	2022	53%	53%	**62%**	-	-	-	-	-	-	30%	*	30%	-	*	68%	31%	63%
At Masters Grade Level	2023	20%	21%	**20%**	-	-	-	-	-	-	4%	-	4%	-	*	23%	4%	22%
	2022	25%	25%	**15%**	-	-	-	-	-	-	1%	*	1%	-	*	17%	1%	13%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**84%**	-	-	-	-	-	-	68%	-	68%	-	*	87%	68%	83%
	2022	72%	75%	**82%**	-	-	-	-	-	-	68%	-	68%	-	*	85%	68%	69%
At Meets Grade Level or Above	2023	45%	46%	**50%**	-	-	-	-	-	-	29%	-	29%	-	*	53%	29%	50%
	2022	42%	44%	**50%**	-	-	-	-	-	-	25%	-	25%	-	*	55%	24%	44%
At Masters Grade Level	2023	19%	18%	**11%**	-	-	-	-	-	-	5%	-	5%	-	*	12%	5%	17%
	2022	20%	21%	**17%**	-	-	-	-	-	-	11%	-	11%	-	*	19%	11%	13%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**95%**	-	-	-	-	-	-	89%	-	89%	-	*	96%	89%	94%
	2022	76%	78%	**90%**	-	-	-	-	-	-	73%	*	73%	-	*	93%	73%	94%
At Meets Grade Level or Above	2023	47%	54%	**74%**	-	-	-	-	-	-	44%	-	44%	-	*	80%	44%	69%
	2022	47%	51%	**75%**	-	-	-	-	-	-	49%	*	49%	-	*	79%	49%	94%
At Masters Grade Level	2023	18%	23%	**38%**	-	-	-	-	-	-	14%	-	14%	-	*	42%	14%	44%
	2022	21%	24%	**41%**	-	-	-	-	-	-	14%	*	14%	-	*	46%	14%	56%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**99%**	-	-	-	-	-	-	100%	-	100%	-	*	99%	100%	97%
	2022	75%	75%	**94%**	-	-	-	-	-	-	81%	-	81%	-	*	96%	81%	83%
At Meets Grade Level or Above	2023	52%	57%	**87%**	-	-	-	-	-	-	59%	-	59%	-	*	91%	60%	97%
	2022	50%	50%	**84%**	-	-	-	-	-	-	47%	-	47%	-	*	89%	48%	83%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BIRDVILLE H S (220902010) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**57%**	-	-	-	-	-	-	35%	-	35%	-	*	61%	35%	58%
	2022	30%	32%	**60%**	-	-	-	-	-	-	27%	-	27%	-	*	65%	29%	50%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**69%**	-	-	-	-	-	-	67%	-	67%	-	*	69%	66%	76%
All Grades ELA/Reading	2023	63%	65%	**74%**	-	-	-	-	-	-	69%	-	69%	-	*	75%	68%	78%
All Grades Mathematics	2023	66%	66%	**53%**	-	-	-	-	-	-	64%	-	64%	-	*	51%	63%	62%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**40%**	-	-	-	-	-	-	38%	-	38%	-	*	41%	38%	33%
All Grades ELA/Reading	2023	35%	39%	**40%**	-	-	-	-	-	-	34%	-	34%	-	-	43%	34%	33%
All Grades Mathematics	2023	40%	41%	**39%**	-	-	-	-	-	-	50%	-	50%	-	*	35%	47%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	90%	99%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	92%	**91%**	92%	86%	95%	65%	95%	54%	90%	89%	97%	93%	87%	88%	76%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	4%	3%	10%	0%	38%	9%	7%	0%	2%	8%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	2%	9%	1%	15%	4%	8%	0%	3%	3%	4%	4%	6%	18%
Not Tested	1%	1%	**1%**	1%	1%	1%	10%	1%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	10%	0%	0%	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	0%	1%	0%	1%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	*	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**88%**	91%	80%	95%	71%	91%	*	92%	88%	93%	90%	84%	84%	65%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	3%	14%	0%	*	8%	6%	0%	2%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**8%**	2%	16%	1%	14%	9%	*	0%	5%	7%	8%	6%	11%	30%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**96%**	99%	96%	96%	*	95%	*	95%	97%	100%	96%	98%	97%	99%
Included in Accountability	94%	93%	**91%**	94%	90%	92%	*	95%	*	85%	90%	100%	93%	88%	91%	87%
Not Included in Accountability: Mobile	5%	4%	**4%**	4%	5%	3%	*	0%	*	10%	5%	0%	3%	8%	5%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	1%	0%	1%	*	0%	*	0%	2%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**4%**	1%	4%	4%	*	5%	*	5%	3%	0%	4%	2%	3%	1%
Absent	1%	0%	**1%**	1%	2%	1%	*	0%	*	0%	3%	0%	2%	1%	2%	0%
Other	0%	0%	**2%**	0%	2%	3%	*	5%	*	5%	0%	0%	3%	1%	1%	1%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	86%	100%	*	100%	100%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	**93%**	93%	94%	95%	57%	100%	*	90%	90%	100%	95%	89%	90%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	4%	3%	14%	0%	*	10%	10%	0%	3%	7%	7%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	1%	1%	0%	14%	0%	*	0%	0%	0%	1%	1%	2%	5%
Not Tested	1%	1%	**1%**	1%	1%	2%	14%	0%	*	0%	0%	0%	1%	2%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	1%	1%	14%	0%	*	0%	0%	0%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	98%	99%	100%	*	100%	*	100%	100%	100%	99%	100%	98%	97%
Included in Accountability	94%	95%	**96%**	93%	94%	98%	*	100%	*	88%	94%	100%	97%	93%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	2%	1%	*	0%	*	12%	6%	0%	1%	7%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	*	0%	0%	0%	1%	1%	1%	5%
Not Tested	1%	1%	**1%**	2%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	2%	3%
Absent	1%	1%	**1%**	2%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**92%**	100%	90%	93%	-	91%	*	80%	*	-	93%	80%	93%	86%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	100%	100%	100%	98%	96%	99%	99%	99%	100%
Included in Accountability	93%	94%	**93%**	91%	90%	95%	100%	99%	100%	99%	92%	84%	96%	87%	93%	84%
Not Included in Accountability: Mobile	5%	4%	**3%**	6%	4%	3%	0%	0%	0%	1%	5%	12%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	2%	5%	0%	0%	1%	0%	0%	1%	0%	2%	3%	3%	12%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	0%	0%	0%	2%	4%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	0%	0%	0%	4%	1%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	100%	100%	100%	100%	98%	93%	99%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	89%	85%	95%	100%	97%	100%	98%	90%	86%	94%	84%	90%	73%
Not Included in Accountability: Mobile	5%	4%	**4%**	6%	5%	3%	0%	0%	0%	2%	5%	7%	1%	10%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**5%**	5%	11%	1%	0%	3%	0%	0%	3%	0%	5%	5%	7%	23%
Not Tested	1%	1%	**1%**	0%	0%	1%	0%	0%	0%	0%	2%	7%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**95%**	96%	96%	94%	*	100%	*	100%	97%	100%	94%	97%	96%	100%
Included in Accountability	93%	94%	**92%**	92%	91%	91%	*	100%	*	100%	91%	83%	94%	86%	93%	94%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**3%**	4%	4%	3%	*	0%	*	0%	7%	17%	0%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**5%**	4%	4%	6%	*	0%	*	0%	3%	0%	6%	3%	4%	0%
Absent	1%	1%	**1%**	0%	0%	1%	*	0%	*	0%	3%	0%	1%	0%	0%	0%
Other	0%	1%	**4%**	4%	4%	5%	*	0%	*	0%	0%	0%	5%	2%	3%	0%
Science																
Assessment Participant	98%	99%	**99%**	99%	100%	99%	-	100%	*	100%	98%	*	99%	99%	99%	100%
Included in Accountability	93%	95%	**95%**	90%	95%	95%	-	100%	*	100%	90%	*	99%	87%	96%	96%
Not Included in Accountability: Mobile	4%	4%	**4%**	8%	3%	4%	-	0%	*	0%	9%	*	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	0%	*	0%	0%	*	0%	1%	0%	2%
Not Tested	2%	1%	**1%**	1%	0%	1%	-	0%	*	0%	2%	*	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	0%	1%	-	0%	*	0%	2%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	0%	*	0%	0%	*	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	94%	98%	98%	*	100%	100%	100%	100%	*	100%	93%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**2%**	6%	1%	1%	*	0%	0%	0%	0%	*	1%	6%	3%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	*	0%	2%	1%	3%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	81%	**85%**	60%	80%	87%	-	100%	-	*	-	-	87%	59%	70%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**92.2%**	91.9%	92.1%	92.3%	92.9%	94.8%	93.6%	90.8%	90.7%	90.7%	92.3%
2020-21	95.0%	95.7%	**96.0%**	95.7%	95.3%	96.5%	94.5%	97.6%	94.6%	95.3%	94.5%	95.0%	94.1%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**28.9%**	29.6%	31.5%	27.5%	42.9%	16.4%	22.2%	32.9%	35.2%	37.0%	30.1%
2020-21	15.0%	12.4%	**11.1%**	13.2%	15.8%	7.9%	25.0%	1.5%	22.2%	16.0%	18.9%	17.0%	23.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**0.2%**	0.4%	0.1%	0.1%	0.0%	0.0%	0.0%	1.4%	0.5%	0.4%	0.0%
2020-21	2.4%	2.0%	**0.3%**	0.4%	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**99.3%**	98.0%	100.0%	99.6%	*	100.0%	*	92.9%	100.0%	98.7%	97.0%
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.9%	**0.5%**	2.0%	0.0%	0.0%	*	0.0%	*	7.1%	0.0%	1.3%	3.0%
Dropped Out	6.4%	4.9%	**0.2%**	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.0%	93.2%	**99.3%**	98.0%	100.0%	99.6%	*	100.0%	*	92.9%	100.0%	98.7%	97.0%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**99.8%**	100.0%	100.0%	99.6%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Class of 2021													
Graduated	90.0%	91.0%	**97.4%**	100.0%	96.2%	97.6%	-	94.4%	-	100.0%	79.4%	96.4%	95.8%
Received TxCHSE	0.3%	0.4%	**0.4%**	0.0%	0.8%	0.4%	-	0.0%	-	0.0%	0.0%	0.6%	2.1%
Continued HS	3.9%	3.7%	**2.2%**	0.0%	3.0%	2.0%	-	5.6%	-	0.0%	20.6%	3.0%	2.1%
Dropped Out	5.8%	4.9%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	91.4%	**97.8%**	100.0%	97.0%	98.0%	-	94.4%	-	100.0%	79.4%	97.0%	97.9%
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**100.0%**	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**99.3%**	100.0%	98.5%	99.6%	-	100.0%	-	100.0%	100.0%	98.8%	97.9%
Received TxCHSE	0.4%	0.4%	**0.4%**	0.0%	0.8%	0.4%	-	0.0%	-	0.0%	0.0%	0.6%	2.1%
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	**0.2%**	0.0%	0.8%	0.0%	-	0.0%	-	0.0%	0.0%	0.6%	0.0%
Graduates and TxCHSE	92.7%	95.2%	**99.8%**	100.0%	99.2%	100.0%	-	100.0%	-	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**99.8%**	100.0%	99.2%	100.0%	-	100.0%	-	100.0%	100.0%	99.4%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**99.2%**	97.9%	99.3%	99.6%	*	100.0%	*	94.1%	95.3%	98.8%	97.0%
Received TxCHSE	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.4%	**0.4%**	2.1%	0.0%	0.0%	*	0.0%	*	5.9%	4.7%	0.6%	0.0%
Dropped Out	6.2%	2.7%	**0.4%**	0.0%	0.7%	0.4%	*	0.0%	*	0.0%	0.0%	0.6%	3.0%
Graduates and TxCHSE	92.7%	96.8%	**99.2%**	97.9%	99.3%	99.6%	*	100.0%	*	94.1%	95.3%	98.8%	97.0%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**99.6%**	100.0%	99.3%	99.6%	*	100.0%	*	100.0%	100.0%	99.4%	97.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	**99.6%**	100.0%	99.3%	99.6%	*	100.0%	*	100.0%	100.0%	99.4%	97.0%
Received TxCHSE	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**0.4%**	0.0%	0.7%	0.4%	*	0.0%	*	0.0%	0.0%	0.6%	3.0%
Graduates and TxCHSE	93.2%	97.3%	**99.6%**	100.0%	99.3%	99.6%	*	100.0%	*	100.0%	100.0%	99.4%	97.0%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**99.6%**	100.0%	99.3%	99.6%	*	100.0%	*	100.0%	100.0%	99.4%	97.0%
Class of 2019													
Graduated	92.6%	95.2%	**98.9%**	97.8%	98.7%	99.2%	100.0%	100.0%	-	100.0%	95.2%	97.6%	100.0%
Received TxCHSE	0.6%	0.4%	**0.6%**	2.2%	0.6%	0.4%	0.0%	0.0%	-	0.0%	0.0%	1.2%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.4%	**0.4%**	0.0%	0.6%	0.4%	0.0%	0.0%	-	0.0%	4.8%	1.2%	0.0%
Graduates and TxCHSE	93.2%	95.6%	**99.6%**	100.0%	99.4%	99.6%	100.0%	100.0%	-	100.0%	95.2%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.6%	**99.6%**	100.0%	99.4%	99.6%	100.0%	100.0%	-	100.0%	95.2%	98.8%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	**98.6%**	98.0%	98.4%	99.1%	*	100.0%	*	92.9%	89.3%	98.8%	97.0%
Class of 2021	90.0%	90.6%	**97.4%**	100.0%	96.2%	97.6%	-	94.7%	-	100.0%	79.4%	96.4%	95.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Class of 2021	3.8%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	78.0%	**84.5%**	80.0%	77.3%	88.4%	*	87.5%	*	92.3%	41.7%	77.1%	62.5%
Class of 2021	81.9%	72.0%	**77.1%**	67.6%	67.2%	82.3%	-	100.0%	-	76.5%	22.2%	64.8%	52.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	80.0%	**84.5%**	80.0%	77.3%	88.4%	*	87.5%	*	92.3%	41.7%	77.1%	62.5%
Class of 2021	85.7%	74.3%	**77.1%**	67.6%	67.2%	82.3%	-	100.0%	-	76.5%	22.2%	64.8%	52.2%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	**0.2%**	0.0%	0.0%	0.5%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
2020-21	3.8%	2.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	**83.1%**	78.4%	75.8%	86.9%	*	88.2%	*	92.9%	36.4%	75.2%	61.3%
2020-21	80.4%	70.5%	**76.4%**	69.2%	66.4%	81.2%	-	94.7%	-	76.5%	20.0%	65.0%	52.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	**83.3%**	78.4%	75.8%	87.4%	*	88.2%	*	92.9%	36.4%	75.8%	61.3%
2020-21	84.1%	72.5%	**76.2%**	69.2%	65.9%	81.2%	-	94.7%	-	76.5%	19.4%	64.6%	52.1%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
BIRDVILLE H S (220902010) - BIRDVILLE ISD - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	431	100.0%	1,545	368,686
By Ethnicity:				
African American	51	11.8%	167	45,227
Hispanic	124	28.8%	673	191,125
White	222	51.5%	569	103,171
American Indian	2	0.5%	9	1,159
Asian	17	3.9%	87	18,794
Pacific Islander	1	0.2%	5	569
Two or More Races	14	3.2%	35	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	72	16.7%	345	51,023
Foundation H.S. Program (Endorsement)	1	0.2%	31	14,179
Foundation H.S. Program (DLA)	358	83.1%	1,169	302,917
Special Education Graduates	33	7.7%	127	32,447
Economically Disadvantaged Graduates	161	37.4%	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	31	7.2%	201	40,398
At-Risk Graduates	216	50.1%	720	159,689
CTE Completers	61	14.2%	214	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	56.4%	**70.8%**	54.9%	69.4%	73.4%	*	100.0%	*	57.1%	81.8%	56.5%	41.9%
2020-21	65.2%	58.3%	**64.3%**	53.8%	58.1%	68.8%	-	78.9%	-	52.9%	71.0%	51.2%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	40.9%	**51.7%**	19.6%	43.5%	60.8%	*	88.2%	*	50.0%	3.0%	30.4%	22.6%
2020-21	52.7%	45.0%	**50.4%**	38.5%	41.9%	57.2%	-	63.2%	-	29.4%	6.5%	37.2%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	48.3%	**59.6%**	31.4%	43.5%	72.1%	*	88.2%	*	64.3%	3.0%	35.4%	6.5%
2020-21	56.1%	50.8%	**56.8%**	53.8%	39.5%	66.8%	-	68.4%	-	35.3%	0.0%	39.6%	6.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	36.2%	**44.1%**	15.7%	30.6%	55.4%	*	76.5%	*	42.9%	3.0%	23.0%	12.9%
2020-21	45.7%	41.8%	**43.8%**	30.8%	27.9%	54.0%	-	63.2%	-	23.5%	9.7%	25.6%	2.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	30.5%	**42.0%**	13.7%	29.0%	52.7%	*	76.5%	*	42.9%	3.0%	20.5%	6.5%
2020-21	40.4%	35.2%	**41.6%**	28.2%	27.1%	51.6%	-	57.9%	-	17.6%	0.0%	23.8%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	23.0%	**34.1%**	11.8%	31.5%	37.8%	*	70.6%	*	35.7%	0.0%	21.1%	16.1%
2020-21	21.3%	26.8%	**34.1%**	17.9%	27.9%	40.0%	-	47.4%	-	17.6%	6.5%	26.2%	25.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	16.2%	**21.1%**	5.9%	12.1%	28.4%	*	47.1%	*	14.3%	0.0%	8.7%	0.0%
2020-21	25.9%	19.7%	**19.8%**	17.9%	10.1%	26.4%	-	10.5%	-	11.8%	0.0%	9.1%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	29.3%	**38.1%**	43.1%	45.2%	32.0%	*	58.8%	*	28.6%	81.8%	42.2%	32.3%
2020-21	24.2%	24.7%	**24.9%**	25.6%	26.4%	23.2%	-	36.8%	-	23.5%	71.0%	23.2%	29.2%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.0%	**31.1%**	33.3%	37.9%	25.2%	*	58.8%	*	21.4%	6.1%	32.9%	25.8%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.4%	**21.1%**	17.9%	20.9%	21.6%	-	26.3%	-	17.6%	16.1%	18.9%	14.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	**1.2%**	2.0%	0.0%	1.8%	*	0.0%	*	0.0%	0.0%	1.2%	0.0%
2020-21	0.7%	0.1%	**0.2%**	0.0%	0.8%	0.0%	-	0.0%	-	0.0%	0.0%	0.6%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.4%	**4.6%**	5.9%	6.5%	3.6%	*	5.9%	*	0.0%	60.6%	6.8%	3.2%
2020-21	2.4%	3.6%	**3.5%**	7.7%	5.4%	2.4%	-	0.0%	-	0.0%	51.6%	5.5%	16.7%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.8%	**2.8%**	3.9%	1.6%	2.7%	*	5.9%	*	7.1%	36.4%	4.3%	3.2%
2020-21	4.4%	2.1%	**1.3%**	0.0%	0.8%	0.8%	-	10.5%	-	5.9%	19.4%	1.2%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	26.7%	**35.3%**	7.8%	25.8%	44.6%	*	58.8%	*	35.7%	0.0%	18.6%	6.5%
	2020-21	25.9%	31.9%	**30.6%**	30.8%	24.8%	34.8%	-	26.3%	-	17.6%	0.0%	20.7%	2.1%
Mathematics	2021-22	18.7%	15.9%	**26.2%**	7.8%	18.5%	33.3%	*	52.9%	*	14.3%	0.0%	13.0%	12.9%
	2020-21	19.4%	18.5%	**19.8%**	15.4%	13.2%	25.2%	-	10.5%	-	11.8%	6.5%	10.4%	2.1%
Both Subjects	2021-22	12.6%	11.4%	**21.3%**	3.9%	15.3%	27.0%	*	47.1%	*	14.3%	0.0%	9.9%	6.5%
	2020-21	14.4%	13.5%	**16.5%**	12.8%	10.9%	21.2%	-	10.5%	-	5.9%	0.0%	7.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	4.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**31.1%**	16.0%	23.3%	36.0%	*	68.6%	16.7%	33.3%	3.4%	18.5%	13.4%
	2021	21.1%	21.6%	**32.4%**	15.1%	23.0%	39.6%	*	61.1%	*	22.9%	2.4%	20.5%	4.7%
English Language Arts	2022	13.2%	11.7%	**16.9%**	6.4%	12.7%	19.2%	*	42.9%	0.0%	25.9%	2.2%	9.1%	2.4%
	2021	12.1%	10.1%	**13.9%**	5.4%	9.2%	16.7%	*	27.8%	*	20.0%	0.0%	8.4%	0.0%
Mathematics	2022	6.9%	5.9%	**6.6%**	5.3%	2.8%	8.3%	*	22.9%	0.0%	0.0%	0.0%	2.3%	1.2%
	2021	6.1%	5.7%	**6.5%**	1.1%	4.6%	8.2%	*	16.7%	*	2.9%	0.0%	3.5%	0.0%
Science	2022	9.6%	9.6%	**17.8%**	5.3%	11.0%	23.8%	*	37.1%	0.0%	7.4%	2.2%	8.2%	4.9%
	2021	8.7%	11.1%	**22.5%**	9.7%	14.1%	28.6%	*	47.2%	*	11.4%	0.0%	12.4%	1.2%
Social Studies	2022	12.5%	11.3%	**19.8%**	9.6%	12.4%	24.6%	*	45.7%	16.7%	18.5%	1.1%	9.4%	3.7%
	2021	11.6%	12.6%	**19.2%**	9.7%	13.4%	23.9%	*	27.8%	*	14.3%	0.0%	13.9%	2.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.5%	**68.5%**	46.7%	62.1%	72.8%	*	75.0%	*	66.7%	*	66.7%	45.5%
	2021	48.6%	55.3%	**59.9%**	50.0%	52.3%	61.8%	*	59.1%	-	87.5%	*	50.7%	*
English Language Arts	2022	53.2%	62.0%	**77.1%**	66.7%	63.9%	82.6%	*	80.0%	-	85.7%	*	77.4%	*
	2021	42.7%	55.1%	**65.4%**	60.0%	53.8%	69.0%	*	60.0%	-	71.4%	-	51.7%	-
Mathematics	2022	50.4%	54.5%	**47.5%**	40.0%	12.5%	60.0%	-	25.0%	-	-	-	37.5%	*
	2021	49.4%	60.6%	**53.2%**	*	30.8%	61.0%	-	66.7%	-	*	-	58.3%	-
Science	2022	44.7%	53.9%	**54.5%**	20.0%	32.3%	62.3%	-	53.8%	-	*	*	28.6%	*
	2021	41.4%	46.4%	**47.4%**	22.2%	35.0%	51.4%	*	47.1%	-	*	-	27.9%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	54.8%	**56.5%**	55.6%	45.7%	58.5%	-	68.8%	*	60.0%	*	53.1%	*
	2021	42.2%	47.1%	**49.7%**	66.7%	31.6%	54.2%	*	50.0%	-	40.0%	-	37.5%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.8%	**68.2%**	62.7%	53.2%	72.5%	*	100.0%	*	100.0%	21.2%	51.6%	32.3%
	2020-21	70.8%	60.7%	**66.7%**	61.5%	50.4%	76.0%	-	78.9%	-	52.9%	12.9%	48.8%	27.1%
At/Above Criterion for All Examinees	2021-22	32.1%	36.1%	**46.6%**	18.8%	34.8%	58.4%	*	47.1%	*	35.7%	14.3%	28.9%	0.0%
	2020-21	32.9%	43.6%	**51.8%**	29.2%	36.9%	59.5%	-	66.7%	-	33.3%	*	37.5%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1006	**1058**	908	994	1113	*	1101	*	1064	801	984	803
	2020-21	1002	1040	**1074**	978	989	1113	-	1114	-	1061	878	1005	817
English Language Arts and Writing	2021-22	506	510	**537**	456	504	566	*	563	*	537	393	500	387
	2020-21	504	522	**539**	497	496	558	-	546	-	540	413	506	408
Mathematics	2021-22	496	496	**521**	452	490	547	*	538	*	527	409	484	416
	2020-21	498	518	**535**	481	493	554	-	567	-	521	465	499	408
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.4	**24.5**	*	*	24.8	*	*	-	-	-	*	-
	2020-21	20.0	23.4	**23.9**	20.5	23.5	24.1	-	24.5	-	-	-	21.4	-
English Language Arts	2021-22	19.2	23.8	**25.4**	*	*	26.0	*	*	-	-	-	*	-
	2020-21	19.6	23.2	**23.8**	22.0	23.3	23.9	-	23.8	-	-	-	21.5	-
Mathematics	2021-22	19.3	22.6	**22.8**	*	*	22.8	*	*	-	-	-	*	-
	2020-21	19.9	22.8	**23.9**	20.5	21.5	24.1	-	25.0	-	-	-	20.0	-
Science	2021-22	19.8	23.2	**24.0**	*	*	23.6	*	*	-	-	-	*	-
	2020-21	20.3	23.7	**23.8**	18.0	26.0	23.9	-	25.0	-	-	-	21.4	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	33.4%	**41.8%**	34.1%	31.8%	48.9%	42.9%	61.2%	37.5%	41.4%	9.7%	29.6%	21.7%
	2020-21	42.5%	34.7%	**42.8%**	26.3%	33.3%	50.2%	14.3%	69.7%	25.0%	43.2%	6.9%	29.6%	18.3%
English Language Arts	2021-22	16.6%	10.8%	**12.7%**	4.2%	8.6%	16.0%	14.3%	28.4%	12.5%	13.4%	1.1%	6.2%	0.9%
	2020-21	16.3%	11.2%	**12.9%**	5.7%	7.0%	16.9%	14.3%	24.2%	0.0%	14.3%	0.6%	7.0%	2.5%
Mathematics	2021-22	19.9%	14.3%	**18.5%**	14.8%	11.3%	23.3%	16.7%	33.9%	12.5%	14.1%	2.9%	11.1%	4.4%
	2020-21	19.3%	14.1%	**18.9%**	11.4%	13.3%	22.7%	14.3%	38.7%	0.0%	16.9%	2.8%	11.0%	5.1%
Science	2021-22	21.1%	18.5%	**23.1%**	21.6%	17.0%	26.8%	0.0%	36.5%	25.0%	20.3%	5.3%	16.1%	10.5%
	2020-21	20.6%	19.8%	**25.0%**	17.7%	20.3%	28.1%	14.3%	40.9%	0.0%	28.2%	3.4%	19.3%	10.3%
Social Studies	2021-22	22.8%	14.9%	**24.5%**	10.6%	15.5%	32.0%	14.3%	49.2%	12.5%	22.7%	1.8%	12.1%	5.1%
	2020-21	22.8%	18.0%	**26.9%**	10.4%	17.2%	34.7%	14.3%	51.6%	16.7%	22.5%	0.0%	14.3%	4.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.6%	**53.5%**	74.4%	41.9%	56.8%	-	68.4%	-	29.4%	25.8%	47.0%	20.8%
	2019-20	46.1%	45.7%	**53.5%**	45.7%	46.2%	56.4%	*	91.7%	*	75.0%	19.5%	36.9%	40.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	2,084	100.0%	22,581	5,504,150	2,086	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	574	27.5%	8.8%	8.7%	575	27.6%	8.8%	8.7%
Grade 10	559	26.8%	8.3%	7.9%	559	26.8%	8.3%	7.9%
Grade 11	442	21.2%	6.6%	7.0%	442	21.2%	6.6%	7.0%
Grade 12	509	24.4%	7.4%	6.6%	510	24.4%	7.3%	6.6%
Ethnic Distribution:								
African American	230	11.0%	9.8%	12.8%	231	11.1%	9.8%	12.8%
Hispanic	684	32.8%	45.6%	53.0%	684	32.8%	45.6%	52.9%
White	1,014	48.7%	35.3%	25.6%	1,015	48.7%	35.4%	25.7%
American Indian	11	0.5%	0.4%	0.3%	11	0.5%	0.4%	0.3%
Asian	67	3.2%	4.5%	5.1%	67	3.2%	4.5%	5.1%
Pacific Islander	10	0.5%	0.5%	0.2%	10	0.5%	0.5%	0.2%
Two or More Races	68	3.3%	3.9%	3.0%	68	3.3%	3.9%	3.0%
Sex:								
Female	1,075	51.6%	48.4%	48.8%	1,076	51.6%	48.3%	48.8%
Male	1,009	48.4%	51.6%	51.2%	1,010	48.4%	51.7%	51.2%
Economically Disadvantaged	953	45.7%	63.5%	62.1%	954	45.7%	63.4%	62.0%
Non-Educationally Disadvantaged	1,131	54.3%	36.5%	37.9%	1,132	54.3%	36.6%	38.0%
Section 504 Students	276	13.2%	9.6%	7.4%	276	13.2%	9.5%	7.4%
EB Students/EL	266	12.8%	25.0%	23.1%	266	12.8%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	77	3.5%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	172	8.3%	7.8%	5.5%	172	8.2%	7.8%	5.5%
Foster Care	3	0.1%	0.2%	0.2%	3	0.1%	0.2%	0.2%
Homeless	16	0.8%	0.8%	1.3%	16	0.8%	0.8%	1.3%
Immigrant	11	0.5%	2.0%	2.2%	11	0.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	16	0.8%	54.1%	64.6%	16	0.8%	54.1%	64.6%
Military Connected	10	0.5%	0.7%	3.6%	10	0.5%	0.7%	3.6%
At-Risk	1,020	48.9%	64.3%	53.3%	1,022	49.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	262	12.6%	24.8%	23.2%	262	12.6%	24.8%	23.2%
Career and Technical Education	1,441	69.1%	29.9%	26.5%	1,442	69.1%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	1,441	69.1%	68.0%	72.3%	1,442	69.1%	68.0%	72.2%
Gifted and Talented Education	226	10.8%	7.0%	8.2%	226	10.8%	7.0%	8.2%
Special Education	202	9.7%	12.6%	12.6%	204	9.8%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	202							
By Type of Primary Disability Students with Intellectual Disabilities	98	48.5%	40.4%	44.1%				
Students with Physical Disabilities	24	11.9%	23.7%	20.0%				
Students with Autism	32	15.8%	18.0%	15.5%				
Students with Behavioral Disabilities	48	23.8%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	268	12.3%	14.4%	16.8%				
By Ethnicity: African American	53	2.4%	2.6%	3.3%				
Hispanic	94	4.3%	6.0%	8.7%				
White	109	5.0%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	1	0.0%	0.1%	0.0%				
Two or More Races	11	0.5%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	36	16.6%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	36	14.3%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	151	15.8%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	226	14.1%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	4.1%	9.4%	8.7%	5.2%	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	19.1	16.1	16.2
Foreign Languages	20.4	20.8	18.8
Mathematics	20.2	18.8	17.5
Science	16.5	17.2	18.5
Social Studies	19.3	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	169.0	100.0%	100.0%	100.0%
Professional Staff:	149.3	88.3%	67.6%	64.1%
Teachers	125.7	74.4%	50.4%	48.7%
Professional Support	18.0	10.7%	11.7%	10.9%
Campus Administration (School Leadership)	5.6	3.3%	3.2%	3.3%
Educational Aides:	19.8	11.7%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	7.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	27.8	16.4%	31.1%	53.2%
Teachers by Ethnicity:				
African American	3.8	3.0%	5.0%	11.8%
Hispanic	12.0	9.6%	16.0%	29.6%
White	107.9	85.9%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	0.8%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	0.8%	1.5%	1.2%
Teachers by Sex:				
Males	57.9	46.0%	23.2%	24.4%
Females	67.8	54.0%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	0.8%	0.7%	2.0%
Bachelors	87.6	69.7%	72.1%	72.2%
Masters	33.4	26.6%	26.5%	25.0%
Doctorate	3.7	2.9%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.8	3.0%	9.5%	9.7%
1-5 Years Experience	24.2	19.2%	23.2%	26.3%
6-10 Years Experience	27.4	21.8%	22.7%	20.5%
11-20 Years Experience	35.7	28.4%	27.9%	27.2%
21-30 Years Experience	24.2	19.3%	13.5%	13.3%
Over 30 Years Experience	10.4	8.3%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.6	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	7.7	6.1
Average Years Experience of Principals with District	15.0	6.7	5.3
Average Years Experience of Assistant Principals	8.8	6.4	5.2
Average Years Experience of Assistant Principals with District	7.5	5.1	4.4
Average Years Experience of Teachers:	13.8	11.5	11.0
Average Years Experience of Teachers with District:	8.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$66,903	$59,919	$53,300
1-5 Years Experience	$59,706	$60,212	$56,516
6-10 Years Experience	$62,022	$61,624	$59,732
11-20 Years Experience	$64,392	$64,485	$63,389
21-30 Years Experience	$71,417	$69,454	$67,876
Over 30 Years Experience	$81,619	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$65,826	$63,500	$60,717
Professional Support	$79,128	$76,823	$72,022
Campus Administration (School Leadership)	$96,603	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	1.0%	7.0%	5.9%
Career and Technical Education	19.7	15.7%	4.9%	5.4%
Compensatory Education	3.4	2.7%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	72.3	57.5%	63.5%	70.6%
Special Education	9.0	7.1%	10.8%	9.7%
Other	20.1	16.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: SHANNON H S

Campus Number: 220902012

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**41%**	*	41%	33%	-	-	-	-	*	-	52%	10%	35%	40%
	2022	65%	66%	**41%**	*	40%	*	-	-	-	*	*	-	29%	63%	39%	20%
At Meets Grade Level or Above	2023	52%	56%	**8%**	*	4%	22%	-	-	-	-	*	-	11%	0%	9%	7%
	2022	47%	47%	**14%**	*	7%	*	-	-	-	*	*	-	7%	25%	17%	0%
At Masters Grade Level	2023	13%	15%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
	2022	11%	10%	**0%**	*	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	77%	**54%**	*	55%	58%	-	-	-	-	*	*	56%	50%	49%	48%
	2022	72%	74%	**51%**	40%	43%	88%	*	-	-	*	*	-	54%	45%	50%	14%
At Meets Grade Level or Above	2023	54%	58%	**24%**	*	23%	33%	-	-	-	-	*	*	23%	25%	18%	14%
	2022	55%	58%	**33%**	20%	17%	88%	*	-	-	*	*	-	29%	45%	31%	0%
At Masters Grade Level	2023	9%	9%	**2%**	*	0%	8%	-	-	-	-	*	*	2%	0%	0%	0%
	2022	9%	9%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**55%**	*	57%	44%	-	-	-	-	*	-	50%	62%	50%	55%
	2022	76%	78%	**59%**	*	60%	67%	-	-	-	-	*	-	50%	71%	71%	*
At Meets Grade Level or Above	2023	43%	48%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
	2022	43%	45%	**12%**	*	10%	17%	-	-	-	-	*	-	10%	14%	14%	*
At Masters Grade Level	2023	23%	25%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
	2022	27%	27%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	91%	**63%**	-	71%	40%	-	-	-	-	-	-	64%	60%	69%	80%
	2022	83%	84%	**42%**	*	50%	20%	-	-	-	-	*	-	57%	20%	45%	*
At Meets Grade Level or Above	2023	56%	64%	**0%**	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
	2022	55%	61%	**8%**	*	0%	20%	-	-	-	-	*	-	14%	0%	9%	*
At Masters Grade Level	2023	21%	28%	**0%**	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
	2022	21%	29%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	96%	**98%**	*	97%	100%	-	-	-	-	*	*	97%	100%	100%	93%
	2022	89%	90%	**84%**	80%	71%	100%	*	-	-	*	*	-	85%	81%	77%	80%
At Meets Grade Level or Above	2023	70%	78%	**47%**	*	28%	92%	-	-	-	-	*	*	52%	33%	34%	14%
	2022	68%	72%	**42%**	60%	14%	67%	*	-	-	*	*	-	37%	50%	40%	20%
At Masters Grade Level	2023	38%	46%	**23%**	*	10%	54%	-	-	-	-	*	*	29%	8%	16%	14%
	2022	42%	47%	**21%**	0%	0%	53%	*	-	-	*	*	-	22%	19%	23%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	92%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	61%	63%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	64%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	12%	5%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2022	13%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**62%**	67%	63%	60%	-	-	-	-	71%	*	64%	57%	58%	60%
	2022	74%	76%	**60%**	57%	53%	76%	*	-	-	*	45%	-	59%	62%	59%	39%
At Meets Grade Level or Above	2023	49%	53%	**20%**	0%	14%	38%	-	-	-	-	43%	*	22%	14%	15%	8%
	2022	48%	50%	**28%**	29%	12%	55%	*	-	-	*	45%	-	24%	34%	26%	9%
At Masters Grade Level	2023	20%	22%	**6%**	0%	2%	17%	-	-	-	-	0%	*	7%	2%	3%	3%
	2022	23%	24%	**7%**	0%	0%	21%	*	-	-	*	18%	-	7%	6%	7%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**49%**	*	49%	48%	-	-	-	-	*	*	54%	35%	43%	44%
	2022	75%	76%	**48%**	43%	42%	75%	*	-	-	*	*	-	45%	53%	45%	17%
At Meets Grade Level or Above	2023	53%	56%	**18%**	*	15%	29%	-	-	-	-	*	*	19%	15%	14%	11%
	2022	53%	53%	**26%**	14%	13%	75%	*	-	-	*	*	-	21%	37%	25%	0%
At Masters Grade Level	2023	20%	21%	**1%**	*	0%	5%	-	-	-	-	*	*	1%	0%	0%	0%
	2022	25%	25%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**54%**	*	56%	44%	-	-	-	-	*	-	50%	62%	50%	50%
	2022	72%	75%	**59%**	*	60%	67%	-	-	-	-	*	-	50%	71%	71%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	46%	**3%**	*	4%	0%	-	-	-	-	*	-	5%	0%	3%	0%
	2022	42%	44%	**12%**	*	10%	17%	-	-	-	-	*	-	10%	14%	14%	*
At Masters Grade Level	2023	19%	18%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
	2022	20%	21%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**63%**	-	71%	40%	-	-	-	-	-	-	64%	60%	69%	80%
	2022	76%	78%	**42%**	*	50%	20%	-	-	-	-	*	-	57%	20%	45%	*
At Meets Grade Level or Above	2023	47%	54%	**0%**	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
	2022	47%	51%	**8%**	*	0%	20%	-	-	-	-	*	-	14%	0%	9%	*
At Masters Grade Level	2023	18%	23%	**0%**	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
	2022	21%	24%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**98%**	*	97%	100%	-	-	-	-	*	*	97%	100%	100%	93%
	2022	75%	75%	**84%**	80%	71%	100%	*	-	-	*	*	-	85%	81%	77%	80%
At Meets Grade Level or Above	2023	52%	57%	**47%**	*	28%	92%	-	-	-	-	*	*	52%	33%	34%	14%
	2022	50%	50%	**42%**	60%	14%	67%	*	-	-	*	*	-	37%	50%	40%	20%
At Masters Grade Level	2023	27%	31%	**23%**	*	10%	54%	-	-	-	-	*	*	29%	8%	16%	14%
	2022	30%	32%	**21%**	0%	0%	53%	*	-	-	*	*	-	22%	19%	23%	20%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
End of Course English II	2023	74%	78%	**45%**	-	44%	*	-	-	-	-	-	-	21%	*	44%	*
End of Course Algebra I	2023	76%	74%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
All Grades Both Subjects	2023	64%	65%	**46%**	-	44%	*	-	-	-	-	*	-	28%	*	45%	*
All Grades ELA/Reading	2023	63%	65%	**41%**	-	44%	*	-	-	-	-	*	-	19%	*	39%	*
All Grades Mathematics	2023	66%	66%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	41%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
End of Course English II	2023	41%	47%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
End of Course Algebra I	2023	58%	58%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
All Grades Both Subjects	2023	38%	40%	**17%**	-	*	*	-	-	-	-	*	-	*	*	17%	*
All Grades ELA/Reading	2023	35%	39%	**20%**	-	*	*	-	-	-	-	*	-	*	*	20%	*
All Grades Mathematics	2023	40%	41%	*	-	-	*	-	-	-	-	*	-	*	-	*	-

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**62%**	-	-	-	-	-	-	59%	-	59%	-	*	63%	60%	*
	2022	74%	76%	**60%**	-	-	-	-	-	-	39%	-	39%	-	-	65%	39%	*
At Meets Grade Level or Above	2023	49%	53%	**20%**	-	-	-	-	-	-	9%	-	9%	-	*	27%	8%	*
	2022	48%	50%	**28%**	-	-	-	-	-	-	9%	-	9%	-	-	33%	9%	*
At Masters Grade Level	2023	20%	22%	**6%**	-	-	-	-	-	-	3%	-	3%	-	*	8%	3%	*
	2022	23%	24%	**7%**	-	-	-	-	-	-	4%	-	4%	-	-	8%	4%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**49%**	-	-	-	-	-	-	44%	-	44%	-	*	51%	44%	*
	2022	75%	76%	**48%**	-	-	-	-	-	-	17%	-	17%	-	-	54%	17%	*
At Meets Grade Level or Above	2023	53%	56%	**18%**	-	-	-	-	-	-	12%	-	12%	-	*	22%	11%	*
	2022	53%	53%	**26%**	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	*
At Masters Grade Level	2023	20%	21%	**1%**	-	-	-	-	-	-	0%	-	0%	-	*	2%	0%	*
	2022	25%	25%	**0%**	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**54%**	-	-	-	-	-	-	45%	-	45%	-	*	57%	50%	-
	2022	72%	75%	**59%**	-	-	-	-	-	-	*	-	*	-	-	62%	*	-
At Meets Grade Level or Above	2023	45%	46%	**3%**	-	-	-	-	-	-	0%	-	0%	-	*	4%	0%	-
	2022	42%	44%	**12%**	-	-	-	-	-	-	*	-	*	-	-	8%	*	-
At Masters Grade Level	2023	19%	18%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	2022	20%	21%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**63%**	-	-	-	-	-	-	78%	-	78%	-	*	44%	80%	-
	2022	76%	78%	**42%**	-	-	-	-	-	-	*	-	*	-	-	44%	*	*
At Meets Grade Level or Above	2023	47%	54%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	2022	47%	51%	**8%**	-	-	-	-	-	-	*	-	*	-	-	11%	*	*
At Masters Grade Level	2023	18%	23%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	2022	21%	24%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**98%**	-	-	-	-	-	-	93%	-	93%	-	-	100%	93%	-
	2022	75%	75%	**84%**	-	-	-	-	-	-	80%	-	80%	-	-	86%	80%	*
At Meets Grade Level or Above	2023	52%	57%	**47%**	-	-	-	-	-	-	14%	-	14%	-	-	62%	14%	-
	2022	50%	50%	**42%**	-	-	-	-	-	-	20%	-	20%	-	-	47%	20%	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SHANNON H S (220902012) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**23%**	-	-	-	-	-	-	14%	-	14%	-	-	28%	14%	-
	2022	30%	32%	**21%**	-	-	-	-	-	-	20%	-	20%	-	-	22%	20%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**46%**	-	-	-	-	-	-	*	-	*	-	*	44%	*	-
All Grades ELA/Reading	2023	63%	65%	**41%**	-	-	-	-	-	-	*	-	*	-	*	36%	*	-
All Grades Mathematics	2023	66%	66%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**17%**	-	-	-	-	-	-	*	-	*	-	*	*	*	-
All Grades ELA/Reading	2023	35%	39%	**20%**	-	-	-	-	-	-	*	-	*	-	*	*	*	-
All Grades Mathematics	2023	40%	41%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	88%	97%	98%	-	*	-	*	92%	100%	98%	94%	97%	98%
Included in Accountability	93%	92%	**67%**	75%	71%	59%	-	*	-	*	58%	40%	69%	64%	67%	68%
Not Included in Accountability: Mobile	4%	4%	**28%**	13%	24%	38%	-	*	-	*	25%	60%	29%	28%	28%	26%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	2%	0%	-	*	-	*	8%	0%	1%	2%	2%	4%
Not Tested	1%	1%	**3%**	13%	3%	2%	-	*	-	*	8%	0%	2%	6%	3%	2%
Absent	1%	1%	**2%**	0%	3%	1%	-	*	-	*	8%	0%	1%	6%	3%	2%
Other	0%	0%	**1%**	13%	0%	1%	-	*	-	*	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	100%	98%	98%	-	-	-	-	80%	*	99%	95%	98%	100%
Included in Accountability	92%	91%	**65%**	80%	71%	50%	-	-	-	-	40%	*	67%	60%	66%	64%
Not Included in Accountability: Mobile	4%	4%	**30%**	20%	23%	48%	-	-	-	-	20%	*	30%	30%	29%	29%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	0%	4%	0%	-	-	-	-	20%	*	2%	5%	3%	7%
Not Tested	1%	1%	**2%**	0%	2%	2%	-	-	-	-	20%	*	1%	5%	2%	0%
Absent	1%	1%	**2%**	0%	2%	2%	-	-	-	-	20%	*	1%	5%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**93%**	*	95%	93%	-	-	-	-	*	*	94%	89%	93%	95%
Included in Accountability	94%	93%	**64%**	*	66%	60%	-	-	-	-	*	*	61%	68%	65%	60%
Not Included in Accountability: Mobile	5%	4%	**29%**	*	29%	33%	-	-	-	-	*	*	33%	21%	28%	35%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	-	-	-	-	*	*	0%	0%	0%	0%
Not Tested	1%	1%	**7%**	*	5%	7%	-	-	-	-	*	*	6%	11%	7%	5%
Absent	1%	0%	**4%**	*	5%	0%	-	-	-	-	*	*	0%	11%	4%	5%
Other	0%	0%	**4%**	*	0%	7%	-	-	-	-	*	*	6%	0%	2%	0%
Science																
Assessment Participant	99%	99%	**97%**	-	95%	100%	-	-	-	-	-	*	100%	89%	96%	92%
Included in Accountability	93%	93%	**63%**	-	67%	56%	-	-	-	-	-	*	67%	56%	67%	77%
Not Included in Accountability: Mobile	4%	4%	**33%**	-	29%	44%	-	-	-	-	-	*	33%	33%	29%	15%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	0%
Not Tested	1%	1%	**3%**	-	5%	0%	-	-	-	-	-	*	0%	11%	4%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**3%**	-	5%	0%	-	-	-	-	-	*	0%	11%	4%	8%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	-	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	*	97%	100%	-	*	-	*	100%	*	97%	100%	98%	100%
Included in Accountability	94%	95%	**77%**	*	78%	87%	-	*	-	*	80%	*	79%	71%	73%	82%
Not Included in Accountability: Mobile	4%	3%	**21%**	*	19%	13%	-	*	-	*	20%	*	18%	29%	25%	18%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**2%**	*	3%	0%	-	*	-	*	0%	*	3%	0%	2%	0%
Absent	1%	1%	**2%**	*	3%	0%	-	*	-	*	0%	*	3%	0%	2%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	*	*	*	*	-	-	-	-	-	-	*	-	*	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	100%	99%	92%	*	-	-	100%	94%	-	97%	98%	97%	98%
Included in Accountability	93%	94%	**54%**	67%	54%	48%	*	-	-	80%	69%	-	54%	53%	52%	38%
Not Included in Accountability: Mobile	5%	4%	**39%**	29%	39%	44%	*	-	-	20%	19%	-	38%	41%	41%	43%
Not Included in Accountability: Other Exclusions	1%	1%	**4%**	5%	6%	0%	*	-	-	0%	6%	-	4%	3%	4%	17%
Not Tested	1%	1%	**3%**	0%	1%	8%	*	-	-	0%	6%	-	3%	2%	3%	2%
Absent	1%	1%	**1%**	0%	0%	3%	*	-	-	0%	6%	-	1%	1%	1%	0%
Other	0%	0%	**2%**	0%	1%	5%	*	-	-	0%	0%	-	3%	1%	2%	2%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	96%	*	-	-	*	86%	-	100%	97%	99%	100%
Included in Accountability	92%	93%	**56%**	78%	55%	44%	*	-	-	*	43%	-	58%	51%	55%	39%
Not Included in Accountability: Mobile	5%	4%	**34%**	11%	32%	52%	*	-	-	*	29%	-	32%	38%	35%	29%
Not Included in Accountability: Other Exclusions	2%	2%	**9%**	11%	13%	0%	*	-	-	*	14%	-	10%	8%	9%	32%
Not Tested	1%	1%	**1%**	0%	0%	4%	*	-	-	*	14%	-	0%	3%	1%	0%
Absent	1%	1%	**1%**	0%	0%	4%	*	-	-	*	14%	-	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**86%**	*	96%	69%	-	-	-	-	*	-	83%	93%	86%	92%
Included in Accountability	93%	94%	**39%**	*	40%	38%	-	-	-	-	*	-	34%	47%	39%	31%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**48%**	*	56%	31%	-	-	-	-	*	-	48%	47%	47%	62%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**14%**	*	4%	31%	-	-	-	-	*	-	17%	7%	14%	8%
Absent	1%	1%	**2%**	*	0%	6%	-	-	-	-	*	-	3%	0%	3%	0%
Other	0%	1%	**11%**	*	4%	25%	-	-	-	-	*	-	14%	7%	11%	8%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**48%**	*	43%	50%	-	-	-	-	*	-	50%	45%	50%	33%
Not Included in Accountability: Mobile	4%	4%	**52%**	*	57%	50%	-	-	-	-	*	-	50%	55%	50%	67%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	-	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**63%**	63%	68%	58%	*	-	-	*	*	-	63%	64%	59%	50%
Not Included in Accountability: Mobile	4%	3%	**37%**	38%	32%	42%	*	-	-	*	*	-	37%	36%	41%	50%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	*	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	81%	**0%**	-	*	*	-	-	-	-	-	-	*	*	*	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**76.2%**	78.3%	74.8%	76.5%	-	*	*	*	77.3%	75.4%	78.4%
2020-21	95.0%	95.7%	**81.6%**	85.1%	76.3%	86.6%	-	*	*	*	85.7%	81.1%	78.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**70.5%**	84.2%	68.7%	70.7%	-	*	*	50.0%	65.0%	74.4%	64.9%
2020-21	15.0%	12.4%	**55.8%**	61.1%	62.5%	45.9%	-	*	*	71.4%	56.5%	58.8%	60.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**5.6%**	5.9%	5.4%	6.4%	-	*	*	0.0%	5.6%	6.3%	0.0%
2020-21	2.4%	2.0%	**12.3%**	0.0%	17.9%	8.2%	-	*	*	14.3%	4.8%	12.0%	20.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**61.4%**	*	55.3%	67.6%	-	-	*	*	50.0%	63.8%	75.0%
Received TxCHSE	0.3%	0.3%	**1.1%**	*	0.0%	2.9%	-	-	*	*	12.5%	0.0%	0.0%
Continued HS	3.5%	1.9%	**23.9%**	*	27.7%	17.6%	-	-	*	*	25.0%	22.4%	16.7%
Dropped Out	6.4%	4.9%	**13.6%**	*	17.0%	11.8%	-	-	*	*	12.5%	13.8%	8.3%
Graduates and TxCHSE	90.0%	93.2%	**62.5%**	*	55.3%	70.6%	-	-	*	*	62.5%	63.8%	75.0%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**86.4%**	*	83.0%	88.2%	-	-	*	*	87.5%	86.2%	91.7%
Class of 2021													
Graduated	90.0%	91.0%	**48.2%**	55.6%	35.5%	66.7%	-	*	-	80.0%	66.7%	56.5%	25.0%
Received TxCHSE	0.3%	0.4%	**1.8%**	0.0%	0.0%	5.6%	-	*	-	0.0%	0.0%	1.6%	0.0%
Continued HS	3.9%	3.7%	**27.2%**	44.4%	30.6%	13.9%	-	*	-	20.0%	16.7%	19.4%	25.0%
Dropped Out	5.8%	4.9%	**22.8%**	0.0%	33.9%	13.9%	-	*	-	0.0%	16.7%	22.6%	50.0%
Graduates and TxCHSE	90.3%	91.4%	**50.0%**	55.6%	35.5%	72.2%	-	*	-	80.0%	66.7%	58.1%	25.0%
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**77.2%**	100.0%	66.1%	86.1%	-	*	-	100.0%	83.3%	77.4%	50.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**73.8%**	100.0%	65.5%	77.1%	-	-	-	100.0%	83.3%	78.1%	52.4%
Received TxCHSE	0.4%	0.4%	**1.9%**	0.0%	0.0%	5.7%	-	-	-	0.0%	0.0%	1.6%	0.0%
Continued HS	1.0%	0.1%	**1.0%**	0.0%	0.0%	2.9%	-	-	-	0.0%	0.0%	1.6%	0.0%
Dropped Out	6.3%	4.8%	**23.3%**	0.0%	34.5%	14.3%	-	-	-	0.0%	16.7%	18.8%	47.6%
Graduates and TxCHSE	92.7%	95.2%	**75.7%**	100.0%	65.5%	82.9%	-	-	-	100.0%	83.3%	79.7%	52.4%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**76.7%**	100.0%	65.5%	85.7%	-	-	-	100.0%	83.3%	81.3%	52.4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**77.8%**	83.3%	73.5%	86.2%	-	*	-	*	87.5%	74.4%	61.5%
Received TxCHSE	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**22.2%**	16.7%	26.5%	13.8%	-	*	-	*	12.5%	25.6%	38.5%
Graduates and TxCHSE	92.7%	96.8%	**77.8%**	83.3%	73.5%	86.2%	-	*	-	*	87.5%	74.4%	61.5%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**77.8%**	83.3%	73.5%	86.2%	-	*	-	*	87.5%	74.4%	61.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	**77.8%**	83.3%	73.5%	86.2%	-	*	-	*	87.5%	74.4%	61.5%
Received TxCHSE	0.5%	0.3%	**1.4%**	0.0%	0.0%	3.4%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.7%	**20.8%**	16.7%	26.5%	10.3%	-	*	-	*	12.5%	25.6%	38.5%
Graduates and TxCHSE	93.2%	97.3%	**79.2%**	83.3%	73.5%	89.7%	-	*	-	*	87.5%	74.4%	61.5%
Graduates, TxCHSE, and Continuers	93.8%	97.3%	**79.2%**	83.3%	73.5%	89.7%	-	*	-	*	87.5%	74.4%	61.5%
Class of 2019													
Graduated	92.6%	95.2%	**75.8%**	85.7%	73.2%	77.8%	*	-	-	60.0%	66.7%	69.2%	83.3%
Received TxCHSE	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.4%	**24.2%**	14.3%	26.8%	22.2%	*	-	-	40.0%	33.3%	30.8%	16.7%
Graduates and TxCHSE	93.2%	95.6%	**75.8%**	85.7%	73.2%	77.8%	*	-	-	60.0%	66.7%	69.2%	83.3%
Graduates, TxCHSE, and Continuers	93.8%	95.6%	**75.8%**	85.7%	73.2%	77.8%	*	-	-	60.0%	66.7%	69.2%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	**59.8%**	*	53.1%	65.7%	-	-	*	*	44.4%	61.7%	69.2%
Class of 2021	90.0%	90.6%	**49.2%**	54.5%	35.7%	68.2%	-	*	-	80.0%	64.3%	56.5%	23.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**0.0%**	*	0.0%	0.0%	-	-	*	*	*	0.0%	0.0%
Class of 2021	3.8%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	78.0%	**0.0%**	*	0.0%	0.0%	-	-	*	*	*	0.0%	0.0%
Class of 2021	81.9%	72.0%	**7.3%**	20.0%	4.5%	8.3%	-	-	-	*	0.0%	2.9%	20.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	80.0%	**0.0%**	*	0.0%	0.0%	-	-	*	*	*	0.0%	0.0%
Class of 2021	85.7%	74.3%	**7.3%**	20.0%	4.5%	8.3%	-	-	-	*	0.0%	2.9%	20.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	3.8%	2.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	**1.3%**	*	2.4%	0.0%	-	*	*	*	0.0%	1.9%	0.0%
2020-21	80.4%	70.5%	**6.5%**	12.5%	6.3%	6.3%	-	-	-	0.0%	9.1%	4.2%	20.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	**1.3%**	*	2.4%	0.0%	-	*	*	*	0.0%	1.9%	0.0%
2020-21	84.1%	72.5%	**6.5%**	12.5%	6.3%	6.3%	-	-	-	0.0%	9.1%	4.2%	20.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	78	100.0%	1,545	368,686
By Ethnicity:				
African American	4	5.1%	167	45,227
Hispanic	42	53.8%	673	191,125
White	27	34.6%	569	103,171
American Indian	0	0.0%	9	1,159
Asian	1	1.3%	87	18,794
Pacific Islander	1	1.3%	5	569
Two or More Races	3	3.8%	35	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	77	98.7%	345	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	31	14,179
Foundation H.S. Program (DLA)	1	1.3%	1,169	302,917
Special Education Graduates	5	6.4%	127	32,447
Economically Disadvantaged Graduates	53	67.9%	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	16	20.5%	201	40,398
At-Risk Graduates	67	85.9%	720	159,689
CTE Completers	0	0.0%	214	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	56.4%	**15.4%**	*	9.5%	22.2%	-	*	*	*	80.0%	15.1%	12.5%
2020-21	65.2%	58.3%	**19.5%**	0.0%	15.6%	25.0%	-	-	-	40.0%	45.5%	18.8%	20.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	40.9%	**3.8%**	*	4.8%	3.7%	-	*	*	*	0.0%	3.8%	12.5%
2020-21	52.7%	45.0%	**3.9%**	0.0%	6.3%	3.1%	-	-	-	0.0%	0.0%	2.1%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	48.3%	**10.3%**	*	9.5%	14.8%	-	*	*	*	20.0%	11.3%	12.5%
2020-21	56.1%	50.8%	**7.8%**	0.0%	3.1%	15.6%	-	-	-	0.0%	9.1%	6.3%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	36.2%	**1.3%**	*	0.0%	3.7%	-	*	*	*	0.0%	1.9%	0.0%
2020-21	45.7%	41.8%	**2.6%**	0.0%	0.0%	6.3%	-	-	-	0.0%	0.0%	0.0%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	30.5%	**1.3%**	*	0.0%	3.7%	-	*	*	*	0.0%	1.9%	0.0%
2020-21	40.4%	35.2%	**1.3%**	0.0%	0.0%	3.1%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	23.0%	**3.8%**	*	4.8%	3.7%	-	*	*	*	0.0%	3.8%	12.5%
2020-21	21.3%	26.8%	**2.6%**	0.0%	6.3%	0.0%	-	-	-	0.0%	0.0%	2.1%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	16.2%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	25.9%	19.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	29.3%	**11.5%**	*	4.8%	18.5%	-	*	*	*	80.0%	11.3%	0.0%
2020-21	24.2%	24.7%	**18.2%**	0.0%	12.5%	25.0%	-	-	-	40.0%	45.5%	18.8%	20.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.0%	**7.7%**	*	2.4%	14.8%	-	*	*	*	20.0%	5.7%	0.0%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.4%	**11.7%**	0.0%	9.4%	15.6%	-	-	-	20.0%	0.0%	10.4%	20.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.4%	**3.8%**	*	2.4%	3.7%	-	*	*	*	60.0%	5.7%	0.0%
2020-21	2.4%	3.6%	**6.5%**	0.0%	3.1%	9.4%	-	-	-	20.0%	45.5%	8.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.8%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2020-21	4.4%	2.1%	**1.3%**	0.0%	3.1%	0.0%	-	-	-	0.0%	9.1%	2.1%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	26.7%	**6.4%**	*	2.4%	14.8%	-	*	*	*	20.0%	5.7%	0.0%
	2020-21	25.9%	31.9%	**5.2%**	0.0%	3.1%	9.4%	-	-	-	0.0%	9.1%	6.3%	0.0%
Mathematics	2021-22	18.7%	15.9%	**1.3%**	*	0.0%	3.7%	-	*	*	*	0.0%	1.9%	0.0%
	2020-21	19.4%	18.5%	**1.3%**	0.0%	0.0%	3.1%	-	-	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	12.6%	11.4%	**1.3%**	*	0.0%	3.7%	-	*	*	*	0.0%	1.9%	0.0%
	2020-21	14.4%	13.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.8%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	4.3%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2020-21	10.3%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.5%	**0.0%**	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2021	21.1%	21.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
English Language Arts	2022	13.2%	11.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	10.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	5.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	5.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	9.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2021	8.7%	11.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	11.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	12.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	55.3%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	62.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	55.1%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	54.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	60.6%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	53.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	46.4%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	54.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	47.1%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.8%	**1.3%**	*	2.4%	0.0%	-	*	*	*	0.0%	1.9%	6.3%
	2020-21	70.8%	60.7%	**7.8%**	0.0%	6.3%	12.5%	-	-	-	0.0%	18.2%	6.3%	20.0%
At/Above Criterion for All Examinees	2021-22	32.1%	36.1%	*	-	*	-	-	-	-	-	-	*	*
	2020-21	32.9%	43.6%	**0.0%**	-	*	*	-	-	-	-	*	*	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1006	*	-	*	-	-	-	-	-	-	*	*
	2020-21	1002	1040	**847**	-	760	890	-	-	-	-	790	773	790
English Language Arts and Writing	2021-22	506	510	*	-	*	-	-	-	-	-	-	*	*
	2020-21	504	522	**460**	-	380	500	-	-	-	-	455	413	400
Mathematics	2021-22	496	496	*	-	*	-	-	-	-	-	-	*	*
	2020-21	498	518	**387**	-	380	390	-	-	-	-	335	360	390
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.4	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	23.4	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	23.8	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	23.2	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	22.6	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	22.8	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	23.2	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	23.7	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	33.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	42.5%	34.7%	**1.1%**	0.0%	1.3%	1.4%	-	*	*	0.0%	0.0%	1.1%	0.0%
English Language Arts	2021-22	16.6%	10.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2020-21	16.3%	11.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	19.9%	14.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	19.3%	14.1%	**1.1%**	0.0%	0.0%	3.0%	-	-	*	*	0.0%	0.0%	0.0%
Science	2021-22	21.1%	18.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	20.6%	19.8%	**1.3%**	0.0%	2.7%	0.0%	-	*	*	*	0.0%	2.3%	0.0%
Social Studies	2021-22	22.8%	14.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2020-21	22.8%	18.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.6%	**11.7%**	25.0%	9.4%	12.5%	-	-	-	0.0%	0.0%	12.5%	40.0%
	2019-20	46.1%	45.7%	**19.8%**	66.7%	11.4%	20.5%	-	*	-	-	16.7%	22.0%	8.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	132	100.0%	22,581	5,504,150	132	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	21	15.9%	8.8%	8.7%	21	15.9%	8.8%	8.7%
Grade 10	40	30.3%	8.3%	7.9%	40	30.3%	8.3%	7.9%
Grade 11	22	16.7%	6.6%	7.0%	22	16.7%	6.6%	7.0%
Grade 12	49	37.1%	7.4%	6.6%	49	37.1%	7.3%	6.6%
Ethnic Distribution:								
African American	7	5.3%	9.8%	12.8%	7	5.3%	9.8%	12.8%
Hispanic	77	58.3%	45.6%	53.0%	77	58.3%	45.6%	52.9%
White	47	35.6%	35.3%	25.6%	47	35.6%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	1	0.8%	4.5%	5.1%	1	0.8%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	0	0.0%	3.9%	3.0%	0	0.0%	3.9%	3.0%
Sex:								
Female	66	50.0%	48.4%	48.8%	66	50.0%	48.3%	48.8%
Male	66	50.0%	51.6%	51.2%	66	50.0%	51.7%	51.2%
Economically Disadvantaged	99	75.0%	63.5%	62.1%	99	75.0%	63.4%	62.0%
Non-Educationally Disadvantaged	33	25.0%	36.5%	37.9%	33	25.0%	36.6%	38.0%
Section 504 Students	38	28.8%	9.6%	7.4%	38	28.8%	9.5%	7.4%
EB Students/EL	26	19.7%	25.0%	23.1%	26	19.7%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	15	6.6%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	20	15.2%	7.8%	5.5%	20	15.2%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	5	3.8%	0.8%	1.3%	5	3.8%	0.8%	1.3%
Immigrant	0	0.0%	2.0%	2.2%	0	0.0%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	4	3.0%	54.1%	64.6%	4	3.0%	54.1%	64.6%
Military Connected	1	0.8%	0.7%	3.6%	1	0.8%	0.7%	3.6%
At-Risk	132	100.0%	64.3%	53.3%	132	100.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	25	18.9%	24.8%	23.2%	25	18.9%	24.8%	23.2%
Career and Technical Education	120	90.9%	29.9%	26.5%	120	90.9%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	120	90.9%	68.0%	72.3%	120	90.9%	68.0%	72.2%
Gifted and Talented Education	1	0.8%	7.0%	8.2%	1	0.8%	7.0%	8.2%
Special Education	14	10.6%	12.6%	12.6%	14	10.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	14							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	40.4%	44.1%				
Students with Physical Disabilities	0	0.0%	23.7%	20.0%				
Students with Autism	*	*	18.0%	15.5%				
Students with Behavioral Disabilities	7	50.0%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	164	71.6%	14.4%	16.8%				
By Ethnicity: African American	12	5.2%	2.6%	3.3%				
Hispanic	84	36.7%	6.0%	8.7%				
White	59	25.8%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	1.3%	0.4%	0.7%				
Pacific Islander	1	0.4%	0.1%	0.0%				
Two or More Races	5	2.2%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	65.0%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	28	73.7%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	106	70.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	25	45.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	26.9%	9.4%	8.7%	50.0%	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	41.3	100.0%	100.0%	100.0%
Professional Staff:	34.0	82.4%	67.6%	64.1%
Teachers	21.0	50.9%	50.4%	48.7%
Professional Support	10.1	24.5%	11.7%	10.9%
Campus Administration (School Leadership)	2.9	7.0%	3.2%	3.3%
Educational Aides:	7.2	17.6%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	3.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	8.2	19.9%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.4	6.8%	5.0%	11.8%
Hispanic	1.5	7.2%	16.0%	29.6%
White	18.1	85.9%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	7.4	35.4%	23.2%	24.4%
Females	13.6	64.6%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.3	1.4%	0.7%	2.0%
Bachelors	8.8	41.9%	72.1%	72.2%
Masters	11.9	56.6%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.8%	9.5%	9.7%
1-5 Years Experience	3.2	15.2%	23.2%	26.3%
6-10 Years Experience	6.7	32.0%	22.7%	20.5%
11-20 Years Experience	6.6	31.6%	27.9%	27.2%
21-30 Years Experience	2.6	12.3%	13.5%	13.3%
Over 30 Years Experience	0.9	4.2%	3.2%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	6.3	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.7	6.1
Average Years Experience of Principals with District	7.0	6.7	5.3
Average Years Experience of Assistant Principals	8.0	6.4	5.2
Average Years Experience of Assistant Principals with District	6.5	5.1	4.4
Average Years Experience of Teachers:	13.0	11.5	11.0
Average Years Experience of Teachers with District:	8.2	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,481	$60,212	$56,516
6-10 Years Experience	$61,229	$61,624	$59,732
11-20 Years Experience	$64,333	$64,485	$63,389
21-30 Years Experience	$68,638	$69,454	$67,876
Over 30 Years Experience	$70,996	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,142	$63,500	$60,717
Professional Support	$72,426	$76,823	$72,022
Campus Administration (School Leadership)	$125,952	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.5	2.2%	4.9%	5.4%
Compensatory Education	13.5	64.1%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	0.0	0.0%	63.5%	70.6%
Special Education	7.1	33.7%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: HALTOM MIDDLE

Campus Number: 220902041

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**68%**	*	65%	85%	-	80%	-	78%	57%	60%	69%	66%	67%	63%
	2022	70%	70%	**63%**	88%	61%	64%	*	69%	-	*	23%	75%	65%	53%	62%	60%
At Meets Grade Level or Above	2023	52%	55%	**38%**	*	33%	65%	-	60%	-	44%	40%	40%	38%	39%	36%	27%
	2022	43%	42%	**27%**	25%	25%	33%	*	31%	-	*	9%	13%	27%	26%	24%	26%
At Masters Grade Level	2023	22%	23%	**10%**	*	9%	15%	-	20%	-	11%	14%	20%	11%	9%	9%	9%
	2022	23%	23%	**12%**	13%	10%	25%	*	6%	-	*	0%	13%	12%	12%	11%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**68%**	*	66%	76%	-	80%	-	78%	56%	40%	69%	66%	66%	63%
	2022	73%	78%	**70%**	50%	68%	69%	*	88%	-	*	32%	63%	72%	62%	70%	67%
At Meets Grade Level or Above	2023	40%	42%	**25%**	*	23%	32%	-	30%	-	56%	33%	40%	26%	24%	24%	20%
	2022	39%	42%	**29%**	38%	26%	33%	*	63%	-	*	9%	38%	30%	26%	28%	26%
At Masters Grade Level	2023	16%	15%	**6%**	*	5%	6%	-	10%	-	11%	14%	0%	6%	5%	5%	6%
	2022	16%	16%	**10%**	0%	9%	8%	*	31%	-	*	5%	13%	11%	8%	9%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**74%**	100%	73%	70%	*	86%	-	*	42%	*	76%	70%	74%	74%
	2022	80%	81%	**76%**	43%	75%	77%	-	95%	*	80%	33%	80%	77%	74%	75%	77%
At Meets Grade Level or Above	2023	55%	58%	**46%**	88%	42%	45%	*	64%	-	*	19%	*	45%	48%	44%	42%
	2022	56%	57%	**45%**	0%	42%	58%	-	74%	*	40%	15%	80%	46%	43%	43%	42%
At Masters Grade Level	2023	27%	28%	**16%**	25%	14%	18%	*	29%	-	*	8%	*	16%	14%	14%	15%
	2022	37%	37%	**27%**	0%	23%	37%	-	63%	*	20%	9%	0%	29%	21%	25%	24%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**67%**	88%	64%	70%	*	86%	-	*	31%	*	66%	68%	67%	66%
	2022	61%	71%	**62%**	29%	59%	70%	-	89%	*	60%	33%	80%	64%	57%	61%	66%
At Meets Grade Level or Above	2023	37%	47%	**39%**	38%	37%	36%	*	71%	-	*	23%	*	39%	40%	39%	38%
	2022	31%	45%	**38%**	0%	34%	47%	-	84%	*	20%	15%	80%	39%	33%	36%	39%
At Masters Grade Level	2023	11%	18%	**13%**	13%	12%	6%	*	36%	-	*	4%	*	13%	13%	12%	15%
	2022	13%	22%	**18%**	0%	15%	9%	-	79%	*	0%	6%	20%	20%	11%	17%	19%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**84%**	89%	83%	88%	-	89%	*	83%	42%	100%	86%	80%	85%	84%
	2022	83%	82%	**78%**	67%	78%	79%	-	93%	*	*	38%	57%	80%	74%	79%	75%
At Meets Grade Level or Above	2023	58%	58%	**58%**	56%	54%	68%	-	89%	*	33%	30%	71%	60%	51%	56%	52%
	2022	58%	55%	**48%**	44%	46%	50%	-	64%	*	*	16%	29%	49%	44%	47%	38%
At Masters Grade Level	2023	28%	27%	**23%**	11%	20%	30%	-	53%	*	0%	15%	14%	25%	17%	20%	19%
	2022	37%	35%	**28%**	11%	28%	41%	-	36%	*	*	6%	14%	30%	25%	28%	21%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**75%**	89%	76%	76%	-	*	-	40%	44%	*	73%	78%	77%	73%
	2022	71%	69%	**63%**	63%	62%	71%	-	75%	*	*	31%	71%	62%	66%	63%	67%
At Meets Grade Level or Above	2023	46%	42%	**34%**	67%	31%	48%	-	*	-	20%	28%	*	33%	35%	33%	30%
	2022	40%	38%	**30%**	38%	29%	32%	-	50%	*	*	25%	57%	31%	30%	30%	28%
At Masters Grade Level	2023	17%	14%	**7%**	11%	7%	5%	-	*	-	0%	22%	*	6%	9%	6%	6%
	2022	14%	14%	**7%**	13%	7%	11%	-	0%	*	*	6%	0%	8%	7%	7%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**79%**	89%	77%	90%	-	95%	*	33%	55%	86%	81%	74%	79%	76%
	2022	74%	78%	**82%**	78%	82%	85%	-	93%	*	*	38%	86%	83%	80%	83%	82%
At Meets Grade Level or Above	2023	47%	53%	**52%**	44%	47%	73%	-	84%	*	17%	30%	71%	56%	39%	49%	45%
	2022	45%	46%	**52%**	56%	49%	62%	-	86%	*	*	22%	57%	51%	54%	52%	45%
At Masters Grade Level	2023	17%	20%	**22%**	11%	20%	25%	-	63%	*	0%	21%	29%	25%	16%	20%	19%
	2022	24%	23%	**24%**	22%	23%	26%	-	50%	*	*	9%	29%	26%	21%	24%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**54%**	67%	51%	63%	-	84%	*	33%	33%	86%	58%	46%	52%	51%
	2022	61%	58%	**43%**	33%	40%	53%	-	86%	*	*	22%	71%	46%	38%	43%	35%
At Meets Grade Level or Above	2023	33%	35%	**27%**	22%	24%	38%	-	58%	*	17%	27%	57%	29%	23%	25%	22%
	2022	31%	27%	**17%**	22%	15%	21%	-	43%	*	*	16%	43%	17%	16%	16%	14%
At Masters Grade Level	2023	16%	17%	**11%**	11%	9%	13%	-	21%	*	17%	21%	0%	10%	11%	9%	7%
	2022	18%	15%	**7%**	22%	6%	6%	-	14%	*	*	3%	29%	6%	8%	7%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	-	100%	100%	-	100%	*	*	*	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	*	100%	100%	-	100%	-	*	-	-	100%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**90%**	-	87%	100%	-	94%	*	*	*	*	90%	91%	90%	88%
	2022	43%	45%	**85%**	*	83%	100%	-	100%	-	*	-	-	86%	82%	83%	79%
At Masters Grade Level	2023	23%	25%	**59%**	-	56%	47%	-	88%	*	*	*	*	59%	57%	58%	57%
	2022	27%	27%	**63%**	*	61%	67%	-	100%	-	*	-	-	64%	59%	61%	58%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**73%**	83%	71%	79%	*	87%	*	67%	46%	80%	74%	69%	72%	70%
	2022	74%	76%	**69%**	58%	67%	72%	*	87%	100%	65%	32%	72%	70%	65%	68%	67%
At Meets Grade Level or Above	2023	49%	53%	**43%**	48%	39%	54%	*	70%	*	40%	30%	54%	44%	39%	41%	38%
	2022	48%	50%	**38%**	29%	35%	44%	*	65%	67%	26%	16%	46%	38%	36%	37%	34%
At Masters Grade Level	2023	20%	22%	**16%**	13%	14%	18%	*	42%	*	8%	16%	17%	17%	13%	15%	14%
	2022	23%	24%	**19%**	11%	17%	22%	*	42%	17%	3%	6%	15%	20%	16%	18%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**76%**	86%	74%	81%	*	86%	*	83%	48%	81%	78%	73%	76%	74%
	2022	75%	76%	**73%**	67%	72%	73%	*	86%	*	77%	32%	70%	74%	68%	72%	70%
At Meets Grade Level or Above	2023	53%	56%	**48%**	62%	44%	60%	*	74%	*	50%	31%	56%	48%	46%	46%	41%
	2022	53%	53%	**40%**	25%	38%	48%	*	57%	*	38%	14%	35%	40%	39%	38%	35%
At Masters Grade Level	2023	20%	21%	**16%**	14%	15%	21%	*	37%	*	6%	13%	19%	18%	14%	15%	14%
	2022	25%	25%	**23%**	8%	20%	35%	*	37%	*	8%	6%	10%	23%	20%	22%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**74%**	86%	72%	79%	*	86%	*	72%	45%	75%	74%	73%	73%	71%
	2022	72%	75%	**68%**	50%	67%	72%	*	88%	*	69%	32%	70%	70%	65%	68%	69%
At Meets Grade Level or Above	2023	45%	46%	**41%**	48%	37%	49%	*	65%	*	44%	29%	44%	42%	38%	40%	37%
	2022	42%	44%	**38%**	25%	35%	42%	*	73%	*	23%	17%	55%	39%	35%	37%	35%
At Masters Grade Level	2023	19%	18%	**15%**	14%	14%	13%	*	47%	*	11%	15%	19%	16%	13%	14%	15%
	2022	20%	21%	**17%**	4%	16%	12%	*	53%	*	0%	6%	10%	18%	13%	17%	17%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**79%**	89%	77%	90%	-	95%	*	33%	55%	86%	81%	74%	79%	76%
	2022	76%	78%	**82%**	78%	82%	85%	-	93%	*	*	38%	86%	83%	80%	83%	82%
At Meets Grade Level or Above	2023	47%	54%	**52%**	44%	47%	73%	-	84%	*	17%	30%	71%	56%	39%	49%	45%
	2022	47%	51%	**52%**	56%	49%	62%	-	86%	*	*	22%	57%	51%	54%	52%	45%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**22%**	11%	20%	25%	-	63%	*	0%	21%	29%	25%	16%	20%	19%
	2022	21%	24%	**24%**	22%	23%	26%	-	50%	*	*	9%	29%	26%	21%	24%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**54%**	67%	51%	63%	-	84%	*	33%	33%	86%	58%	46%	52%	51%
	2022	75%	75%	**43%**	33%	40%	53%	-	86%	*	*	22%	71%	46%	38%	43%	35%
At Meets Grade Level or Above	2023	52%	57%	**27%**	22%	24%	38%	-	58%	*	17%	27%	57%	29%	23%	25%	22%
	2022	50%	50%	**17%**	22%	15%	21%	-	43%	*	*	16%	43%	17%	16%	16%	14%
At Masters Grade Level	2023	27%	31%	**11%**	11%	9%	13%	-	21%	*	17%	21%	0%	10%	11%	9%	7%
	2022	30%	32%	**7%**	22%	6%	6%	-	14%	*	*	3%	29%	6%	8%	7%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**21%**	*	19%	29%	-	30%	-	44%	31%	40%	22%	20%	21%	15%
	2022	31%	31%	**16%**	25%	14%	22%	*	31%	-	*	5%	13%	15%	20%	15%	14%
Reading and Mathematics Including EOC	2023	35%	37%	**21%**	*	19%	29%	-	30%	-	44%	31%	40%	22%	20%	21%	15%
	2022	31%	31%	**16%**	25%	14%	22%	*	31%	-	*	5%	13%	15%	20%	15%	14%
Reading Including EOC	2023	52%	55%	**38%**	*	33%	65%	-	60%	-	44%	40%	40%	38%	39%	36%	27%
	2022	43%	42%	**27%**	25%	25%	33%	*	31%	-	*	9%	13%	27%	26%	24%	26%
Math Including EOC	2023	40%	42%	**25%**	*	23%	32%	-	30%	-	56%	33%	40%	26%	24%	24%	20%
	2022	40%	42%	**29%**	38%	26%	33%	*	63%	-	*	9%	38%	30%	26%	28%	26%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**31%**	38%	29%	33%	*	64%	-	*	15%	*	30%	35%	31%	30%
	2022	32%	39%	**32%**	0%	29%	42%	-	68%	*	20%	12%	80%	33%	30%	30%	31%
Reading and Mathematics Including EOC	2023	38%	41%	**31%**	38%	29%	33%	*	64%	-	*	15%	*	30%	35%	31%	30%
	2022	33%	39%	**32%**	0%	29%	42%	-	68%	*	20%	12%	80%	33%	30%	30%	31%
Reading Including EOC	2023	55%	58%	**46%**	88%	42%	45%	*	64%	-	*	19%	*	45%	48%	44%	42%
	2022	56%	57%	**45%**	0%	42%	58%	-	74%	*	40%	15%	80%	46%	43%	43%	42%
Math Including EOC	2023	43%	47%	**39%**	38%	37%	36%	*	71%	-	*	23%	*	39%	40%	39%	38%
	2022	37%	45%	**38%**	0%	34%	47%	-	84%	*	20%	15%	80%	39%	33%	36%	39%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**23%**	56%	20%	38%	-	*	-	20%	28%	*	23%	22%	22%	17%
	2022	27%	26%	**18%**	25%	16%	29%	-	38%	*	*	16%	29%	18%	20%	16%	12%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**45%**	56%	39%	65%	-	79%	*	33%	30%	43%	47%	39%	42%	39%
	2022	41%	42%	**34%**	22%	33%	38%	-	57%	*	*	16%	29%	35%	31%	33%	26%
Reading Including EOC	2023	58%	58%	**58%**	56%	54%	68%	-	89%	*	33%	30%	71%	60%	51%	56%	52%
	2022	58%	55%	**48%**	44%	46%	50%	-	64%	*	*	16%	29%	49%	44%	47%	38%
Math Including EOC	2023	51%	57%	**55%**	67%	50%	73%	-	79%	*	33%	30%	57%	57%	49%	52%	52%
	2022	48%	52%	**46%**	33%	45%	44%	-	71%	*	*	25%	57%	48%	42%	46%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**26%**	43%	23%	33%	*	44%	-	35%	26%	33%	26%	25%	25%	22%
	2022	34%	35%	**23%**	17%	20%	32%	*	49%	*	17%	11%	35%	23%	24%	21%	20%
Reading and Mathematics Including EOC	2023	39%	41%	**33%**	43%	29%	44%	*	63%	*	39%	27%	38%	34%	31%	32%	29%
	2022	36%	38%	**28%**	17%	25%	35%	*	53%	*	23%	11%	35%	28%	28%	26%	23%
Reading Including EOC	2023	53%	56%	**48%**	62%	44%	60%	*	74%	*	50%	31%	56%	48%	46%	46%	41%
	2022	53%	54%	**40%**	25%	38%	48%	*	57%	*	38%	14%	35%	40%	39%	38%	35%
Math Including EOC	2023	47%	48%	**41%**	48%	37%	49%	*	65%	*	44%	29%	44%	42%	38%	40%	37%
	2022	43%	46%	**38%**	25%	35%	42%	*	73%	*	23%	17%	55%	39%	35%	37%	35%

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

Texas Education Agency
2022-23 Progress (TAPR)
HALTOM MIDDLE (220902041) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**43%**	*	39%	57%	-	75%	-	44%	46%	60%	46%	38%	43%	45%
Grade 6 Mathematics	2023	54%	56%	**47%**	*	45%	49%	-	65%	-	69%	67%	60%	48%	44%	46%	48%
Grade 7 ELA/Reading	2023	71%	76%	**71%**	100%	71%	63%	*	79%	-	*	46%	*	72%	66%	70%	70%
Grade 7 Mathematics	2023	56%	63%	**64%**	100%	61%	75%	*	75%	-	*	35%	*	63%	66%	65%	64%
Grade 8 ELA/Reading	2023	63%	62%	**69%**	75%	69%	63%	-	79%	*	58%	55%	64%	69%	70%	69%	71%
Grade 8 Mathematics	2023	74%	74%	**79%**	88%	81%	75%	-	*	-	30%	58%	*	80%	77%	79%	81%
End of Course Algebra I	2023	76%	74%	**85%**	-	80%	100%	-	91%	*	*	*	*	85%	86%	83%	82%
All Grades Both Subjects	2023	64%	65%	**64%**	81%	62%	66%	*	78%	*	57%	52%	73%	65%	60%	63%	64%
All Grades ELA/Reading	2023	63%	65%	**62%**	81%	61%	61%	*	78%	*	59%	49%	72%	64%	57%	61%	63%
All Grades Mathematics	2023	66%	66%	**65%**	81%	63%	71%	*	78%	*	56%	56%	75%	66%	63%	65%	65%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**31%**	*	33%	*	-	*	-	*	23%	*	38%	15%	32%	31%
Grade 6 Mathematics	2023	35%	35%	**21%**	*	24%	14%	-	*	-	*	14%	*	23%	16%	21%	24%
Grade 7 ELA/Reading	2023	39%	45%	**39%**	-	39%	38%	-	*	-	-	19%	*	40%	36%	39%	38%
Grade 7 Mathematics	2023	22%	23%	**23%**	*	23%	17%	-	*	-	-	0%	*	23%	22%	26%	22%
Grade 8 ELA/Reading	2023	39%	40%	**43%**	*	43%	43%	-	*	-	*	14%	-	47%	35%	44%	47%
Grade 8 Mathematics	2023	49%	48%	**62%**	*	64%	63%	-	*	-	*	19%	*	60%	68%	65%	56%
All Grades Both Subjects	2023	38%	40%	**39%**	55%	40%	32%	-	20%	-	20%	15%	38%	40%	37%	40%	37%
All Grades ELA/Reading	2023	35%	39%	**38%**	*	38%	35%	-	25%	-	*	18%	40%	41%	30%	39%	38%
All Grades Mathematics	2023	40%	41%	**40%**	57%	41%	30%	-	14%	-	*	12%	*	38%	43%	41%	35%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**73%**	-	-	-	-	-	-	68%	-	68%	-	56%	75%	67%	94%
	2022	74%	76%	**69%**	33%	-	-	-	33%	-	62%	-	62%	-	66%	68%	62%	90%
At Meets Grade Level or Above	2023	49%	53%	**43%**	-	-	-	-	-	-	34%	-	34%	-	18%	49%	32%	77%
	2022	48%	50%	**38%**	0%	-	-	-	0%	-	28%	-	28%	-	22%	40%	28%	63%
At Masters Grade Level	2023	20%	22%	**16%**	-	-	-	-	-	-	11%	-	11%	-	6%	17%	10%	46%
	2022	23%	24%	**19%**	0%	-	-	-	0%	-	11%	-	11%	-	0%	19%	11%	45%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**76%**	-	-	-	-	-	-	74%	-	74%	-	57%	78%	72%	97%
	2022	75%	76%	**73%**	*	-	-	-	*	-	65%	-	65%	-	69%	74%	65%	96%
At Meets Grade Level or Above	2023	53%	56%	**48%**	-	-	-	-	-	-	38%	-	38%	-	18%	56%	36%	82%
	2022	53%	53%	**40%**	*	-	-	-	*	-	28%	-	28%	-	23%	43%	27%	76%
At Masters Grade Level	2023	20%	21%	**16%**	-	-	-	-	-	-	10%	-	10%	-	7%	18%	10%	55%
	2022	25%	25%	**23%**	*	-	-	-	*	-	12%	-	12%	-	0%	25%	12%	56%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**74%**	-	-	-	-	-	-	69%	-	69%	-	55%	76%	68%	98%
	2022	72%	75%	**68%**	*	-	-	-	*	-	65%	-	65%	-	69%	66%	65%	91%
At Meets Grade Level or Above	2023	45%	46%	**41%**	-	-	-	-	-	-	34%	-	34%	-	18%	44%	32%	82%
	2022	42%	44%	**38%**	*	-	-	-	*	-	29%	-	29%	-	15%	39%	29%	66%
At Masters Grade Level	2023	19%	18%	**15%**	-	-	-	-	-	-	13%	-	13%	-	5%	14%	12%	48%
	2022	20%	21%	**17%**	*	-	-	-	*	-	11%	-	11%	-	0%	15%	10%	49%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**79%**	-	-	-	-	-	-	73%	-	73%	-	*	81%	73%	95%
	2022	76%	78%	**82%**	-	-	-	-	-	-	78%	-	78%	-	*	78%	79%	98%
At Meets Grade Level or Above	2023	47%	54%	**52%**	-	-	-	-	-	-	39%	-	39%	-	*	57%	39%	78%
	2022	47%	51%	**52%**	-	-	-	-	-	-	40%	-	40%	-	*	56%	41%	64%
At Masters Grade Level	2023	18%	23%	**22%**	-	-	-	-	-	-	11%	-	11%	-	*	25%	11%	54%
	2022	21%	24%	**24%**	-	-	-	-	-	-	15%	-	15%	-	*	24%	15%	46%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**54%**	-	-	-	-	-	-	45%	-	45%	-	*	57%	44%	81%
	2022	75%	75%	**43%**	-	-	-	-	-	-	28%	-	28%	-	*	49%	28%	66%
At Meets Grade Level or Above	2023	52%	57%	**27%**	-	-	-	-	-	-	14%	-	14%	-	*	32%	14%	62%
	2022	50%	50%	**17%**	-	-	-	-	-	-	12%	-	12%	-	*	16%	12%	31%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

HALTOM MIDDLE (220902041) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**11%**	-	-	-	-	-	-	5%	-	5%	-	*	13%	5%	22%
	2022	30%	32%	**7%**	-	-	-	-	-	-	3%	-	3%	-	*	6%	3%	15%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**64%**	-	-	-	-	-	-	64%	-	64%	-	43%	63%	62%	82%
All Grades ELA/Reading	2023	63%	65%	**62%**	-	-	-	-	-	-	63%	-	63%	-	42%	61%	61%	79%
All Grades Mathematics	2023	66%	66%	**65%**	-	-	-	-	-	-	64%	-	64%	-	44%	65%	62%	85%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**39%**	-	-	-	-	-	-	36%	-	36%	-	30%	43%	36%	71%
All Grades ELA/Reading	2023	35%	39%	**38%**	-	-	-	-	-	-	37%	-	37%	-	40%	38%	38%	*
All Grades Mathematics	2023	40%	41%	**40%**	-	-	-	-	-	-	35%	-	35%	-	20%	46%	34%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	97%	94%	96%	*	94%	*	96%	93%	85%	97%	85%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	4%	4%	*	3%	*	4%	4%	15%	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	3%	2%	0%	*	3%	*	0%	3%	0%	1%	5%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	95%	93%	96%	*	93%	*	95%	93%	80%	98%	83%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	4%	4%	*	4%	*	5%	5%	20%	2%	11%	3%	5%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	5%	2%	0%	*	2%	*	0%	2%	0%	1%	6%	3%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	95%	93%	96%	*	93%	*	95%	93%	80%	98%	83%	94%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	4%	4%	*	4%	*	5%	5%	20%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	5%	2%	0%	*	2%	*	0%	2%	0%	1%	5%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	100%	95%	98%	-	95%	*	100%	92%	100%	97%	92%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	2%	2%	-	0%	*	0%	3%	0%	1%	4%	1%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	5%	*	0%	6%	0%	1%	4%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	100%	95%	98%	-	95%	*	100%	92%	100%	97%	92%	96%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	2%	2%	-	0%	*	0%	3%	0%	1%	4%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	5%	*	0%	6%	0%	1%	4%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	97%	96%	94%	*	100%	100%	100%	95%	96%	98%	91%	98%	97%
Not Included in Accountability: Mobile	5%	4%	**3%**	3%	3%	6%	*	0%	0%	0%	4%	4%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	96%	96%	94%	*	100%	*	100%	94%	95%	98%	89%	98%	96%
Not Included in Accountability: Mobile	5%	4%	**3%**	4%	3%	6%	*	0%	*	0%	5%	5%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	96%	96%	94%	*	100%	*	100%	94%	95%	98%	90%	98%	96%
Not Included in Accountability: Mobile	5%	5%	**3%**	4%	3%	6%	*	0%	*	0%	5%	5%	1%	8%	2%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**97%**	100%	97%	92%	-	100%	*	*	100%	100%	98%	94%	99%	98%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	2%	8%	-	0%	*	*	0%	0%	1%	6%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	100%	97%	92%	-	100%	*	*	100%	100%	98%	94%	99%	98%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	2%	8%	-	0%	*	*	0%	0%	1%	6%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.4%**	92.6%	93.7%	90.8%	*	95.8%	*	92.9%	92.4%	93.2%	94.6%
2020-21	95.0%	95.7%	**95.8%**	96.2%	95.8%	95.3%	*	98.4%	*	95.8%	95.3%	95.9%	96.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**21.5%**	37.1%	19.7%	33.6%	*	6.1%	*	23.1%	24.8%	22.6%	13.0%
2020-21	15.0%	12.4%	**13.0%**	5.6%	13.8%	13.9%	*	4.2%	*	18.2%	15.3%	12.7%	12.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**2.1%**	8.3%	1.6%	2.2%	-	6.1%	*	0.0%	3.7%	2.2%	1.4%
2020-21	0.9%	0.8%	**1.6%**	0.0%	1.5%	2.3%	*	3.7%	*	0.0%	1.5%	2.0%	1.9%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	954	100.0%	22,581	5,504,150	954	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	284	29.8%	7.4%	7.3%	284	29.8%	7.4%	7.2%
Grade 7	317	33.2%	7.4%	7.4%	317	33.2%	7.4%	7.4%
Grade 8	353	37.0%	7.9%	7.7%	353	37.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	22	2.3%	9.8%	12.8%	22	2.3%	9.8%	12.8%
Hispanic	756	79.2%	45.6%	53.0%	756	79.2%	45.6%	52.9%
White	113	11.8%	35.3%	25.6%	113	11.8%	35.4%	25.7%
American Indian	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Asian	43	4.5%	4.5%	5.1%	43	4.5%	4.5%	5.1%
Pacific Islander	1	0.1%	0.5%	0.2%	1	0.1%	0.5%	0.2%
Two or More Races	18	1.9%	3.9%	3.0%	18	1.9%	3.9%	3.0%
Sex:								
Female	458	48.0%	48.4%	48.8%	458	48.0%	48.3%	48.8%
Male	496	52.0%	51.6%	51.2%	496	52.0%	51.7%	51.2%
Economically Disadvantaged	810	84.9%	63.5%	62.1%	810	84.9%	63.4%	62.0%
Non-Educationally Disadvantaged	144	15.1%	36.5%	37.9%	144	15.1%	36.6%	38.0%
Section 504 Students	103	10.8%	9.6%	7.4%	103	10.8%	9.5%	7.4%
EB Students/EL	486	50.9%	25.0%	23.1%	486	50.9%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	29	2.8%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	102	10.7%	7.8%	5.5%	102	10.7%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	3	0.3%	0.8%	1.3%	3	0.3%	0.8%	1.3%
Immigrant	24	2.5%	2.0%	2.2%	24	2.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	954	100.0%	54.1%	64.6%	954	100.0%	54.1%	64.6%
Military Connected	0	0.0%	0.7%	3.6%	0	0.0%	0.7%	3.6%
At-Risk	729	76.4%	64.3%	53.3%	729	76.4%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	480	50.3%	24.8%	23.2%	480	50.3%	24.8%	23.2%
Career and Technical Education	356	37.3%	29.9%	26.5%	356	37.3%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	42	4.4%	7.0%	8.2%	42	4.4%	7.0%	8.2%
Special Education	103	10.8%	12.6%	12.6%	103	10.8%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability Students with Intellectual Disabilities	74	71.8%	40.4%	44.1%				
Students with Physical Disabilities	8	7.8%	23.7%	20.0%				
Students with Autism	13	12.6%	18.0%	15.5%				
Students with Behavioral Disabilities	8	7.8%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	91	8.7%	14.4%	16.8%				
By Ethnicity: African American	11	1.1%	2.6%	3.3%				
Hispanic	60	5.7%	6.0%	8.7%				
White	20	1.9%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	11.5%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	31	6.6%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	67	7.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	71	10.7%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.2%	0.4%	0.0%	1.3%	0.5%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	24.0	19.5	19.2
Secondary:			
English/Language Arts	14.4	16.1	16.2
Foreign Languages	24.7	20.8	18.8
Mathematics	23.1	18.8	17.5
Science	27.3	17.2	18.5
Social Studies	23.8	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	79.3	100.0%	100.0%	100.0%
Professional Staff:	72.1	90.9%	67.6%	64.1%
Teachers	60.5	76.3%	50.4%	48.7%
Professional Support	6.7	8.5%	11.7%	10.9%
Campus Administration (School Leadership)	4.9	6.2%	3.2%	3.3%
Educational Aides:	7.2	9.1%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	32.5	41.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	4.2	6.9%	5.0%	11.8%
Hispanic	16.6	27.4%	16.0%	29.6%
White	35.7	59.1%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	4.0	6.6%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	16.1	26.5%	23.2%	24.4%
Females	44.4	73.5%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	46.7	77.2%	72.1%	72.2%
Masters	13.8	22.8%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.1	10.1%	9.5%	9.7%
1-5 Years Experience	21.9	36.1%	23.2%	26.3%
6-10 Years Experience	17.3	28.7%	22.7%	20.5%
11-20 Years Experience	8.8	14.5%	27.9%	27.2%
21-30 Years Experience	4.4	7.3%	13.5%	13.3%
Over 30 Years Experience	2.0	3.3%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.7	6.1
Average Years Experience of Principals with District	14.0	6.7	5.3
Average Years Experience of Assistant Principals	3.3	6.4	5.2
Average Years Experience of Assistant Principals with District	2.3	5.1	4.4
Average Years Experience of Teachers:	8.5	11.5	11.0
Average Years Experience of Teachers with District:	6.0	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,737	$59,919	$53,300
1-5 Years Experience	$59,889	$60,212	$56,516
6-10 Years Experience	$62,687	$61,624	$59,732
11-20 Years Experience	$63,726	$64,485	$63,389
21-30 Years Experience	$75,400	$69,454	$67,876
Over 30 Years Experience	$76,745	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,818	$63,500	$60,717
Professional Support	$78,056	$76,823	$72,022
Campus Administration (School Leadership)	$96,452	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.6%	7.0%	5.9%
Career and Technical Education	2.3	3.8%	4.9%	5.4%
Compensatory Education	1.3	2.1%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	54.5	90.1%	63.5%	70.6%
Special Education	0.9	1.5%	10.8%	9.7%
Other	0.6	0.9%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: NORTH RICHLAND MIDDLE

Campus Number: 220902042

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	89%	68%	83%	*	100%	*	80%	33%	60%	80%	73%	72%	69%
	2022	70%	70%	**67%**	74%	60%	75%	-	73%	-	53%	36%	*	70%	59%	58%	60%
At Meets Grade Level or Above	2023	52%	55%	**49%**	43%	37%	62%	*	100%	*	33%	12%	30%	51%	43%	44%	41%
	2022	43%	42%	**35%**	22%	30%	45%	-	27%	-	24%	21%	*	36%	30%	28%	26%
At Masters Grade Level	2023	22%	23%	**20%**	21%	13%	27%	*	45%	*	13%	0%	10%	22%	16%	16%	15%
	2022	23%	23%	**13%**	0%	12%	15%	-	27%	-	18%	5%	*	15%	9%	13%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**80%**	74%	71%	93%	*	100%	*	73%	51%	80%	82%	75%	74%	70%
	2022	73%	78%	**77%**	65%	72%	84%	-	87%	-	71%	57%	*	79%	72%	74%	73%
At Meets Grade Level or Above	2023	40%	42%	**37%**	26%	27%	49%	*	73%	*	40%	14%	40%	41%	28%	28%	31%
	2022	39%	42%	**33%**	13%	25%	46%	-	40%	-	24%	24%	*	36%	26%	27%	27%
At Masters Grade Level	2023	16%	15%	**8%**	0%	3%	16%	*	27%	*	7%	2%	10%	11%	4%	6%	6%
	2022	16%	16%	**9%**	0%	9%	10%	-	20%	-	0%	2%	*	9%	7%	8%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**80%**	74%	75%	83%	-	100%	-	78%	49%	92%	81%	76%	76%	73%
	2022	80%	81%	**83%**	70%	76%	92%	*	90%	*	89%	59%	89%	84%	79%	79%	72%
At Meets Grade Level or Above	2023	55%	58%	**51%**	43%	43%	56%	-	71%	-	56%	23%	50%	56%	37%	42%	47%
	2022	56%	57%	**59%**	39%	50%	71%	*	70%	*	67%	35%	78%	59%	57%	48%	51%
At Masters Grade Level	2023	27%	28%	**20%**	13%	19%	19%	-	29%	-	33%	8%	17%	23%	13%	18%	19%
	2022	37%	37%	**38%**	22%	27%	52%	*	40%	*	33%	14%	44%	37%	39%	30%	30%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**64%**	39%	61%	72%	-	71%	-	67%	45%	75%	68%	53%	58%	57%
	2022	61%	71%	**68%**	48%	63%	78%	*	70%	*	67%	43%	78%	72%	58%	60%	59%
At Meets Grade Level or Above	2023	37%	47%	**37%**	17%	31%	45%	-	50%	-	39%	24%	67%	41%	27%	30%	32%
	2022	31%	45%	**34%**	26%	24%	44%	*	50%	*	44%	14%	67%	37%	26%	22%	38%
At Masters Grade Level	2023	11%	18%	**7%**	4%	3%	9%	-	21%	-	17%	3%	0%	9%	4%	5%	6%
	2022	13%	22%	**11%**	13%	8%	13%	*	10%	*	22%	5%	33%	12%	10%	6%	14%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**81%**	88%	74%	88%	*	82%	*	73%	49%	83%	82%	79%	78%	75%
	2022	83%	82%	**77%**	79%	71%	81%	*	80%	-	85%	57%	89%	79%	74%	73%	69%
At Meets Grade Level or Above	2023	58%	58%	**49%**	45%	34%	62%	*	82%	*	53%	14%	42%	51%	46%	41%	35%
	2022	58%	55%	**48%**	48%	42%	50%	*	55%	-	69%	13%	56%	52%	40%	44%	40%
At Masters Grade Level	2023	28%	27%	**17%**	6%	12%	25%	*	27%	*	7%	3%	8%	20%	9%	12%	12%
	2022	37%	35%	**31%**	36%	25%	31%	*	45%	-	54%	3%	22%	33%	27%	28%	24%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**61%**	43%	56%	74%	*	88%	*	55%	29%	60%	64%	54%	58%	56%
	2022	71%	69%	**52%**	38%	53%	54%	*	40%	-	78%	38%	63%	54%	49%	50%	52%
At Meets Grade Level or Above	2023	46%	42%	**22%**	4%	19%	33%	*	38%	*	27%	9%	20%	25%	17%	20%	17%
	2022	40%	38%	**16%**	4%	16%	21%	*	10%	-	11%	17%	13%	14%	18%	14%	12%
At Masters Grade Level	2023	17%	14%	**5%**	4%	1%	8%	*	13%	*	9%	3%	10%	5%	3%	2%	4%
	2022	14%	14%	**3%**	0%	1%	7%	*	0%	-	0%	0%	0%	2%	4%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**79%**	76%	69%	88%	*	91%	*	87%	59%	92%	81%	76%	75%	72%
	2022	74%	78%	**74%**	71%	69%	79%	*	70%	-	85%	60%	75%	78%	67%	70%	64%
At Meets Grade Level or Above	2023	47%	53%	**52%**	36%	36%	70%	*	73%	*	60%	24%	67%	55%	46%	45%	40%
	2022	45%	46%	**44%**	38%	39%	47%	*	60%	-	54%	20%	38%	47%	38%	37%	36%
At Masters Grade Level	2023	17%	20%	**21%**	12%	8%	36%	*	27%	*	13%	0%	33%	23%	15%	14%	15%
	2022	24%	23%	**24%**	21%	19%	29%	*	35%	-	23%	10%	25%	28%	17%	21%	19%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**66%**	45%	53%	85%	*	91%	*	60%	38%	83%	68%	61%	59%	51%
	2022	61%	58%	**46%**	38%	41%	51%	*	55%	-	54%	27%	75%	49%	39%	40%	38%
At Meets Grade Level or Above	2023	33%	35%	**31%**	15%	21%	44%	*	55%	*	27%	15%	50%	35%	19%	22%	23%
	2022	31%	27%	**20%**	15%	13%	29%	*	15%	-	31%	10%	13%	22%	14%	14%	11%
At Masters Grade Level	2023	16%	17%	**13%**	12%	6%	21%	*	18%	*	20%	6%	17%	16%	6%	7%	9%
	2022	18%	15%	**9%**	9%	6%	12%	*	5%	-	23%	7%	13%	10%	8%	7%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	100%	100%	100%	*	*	-	*	-	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	100%	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**91%**	100%	90%	90%	*	*	-	*	-	*	91%	89%	87%	100%
	2022	43%	45%	**70%**	67%	68%	65%	-	80%	-	*	*	*	69%	73%	68%	71%
At Masters Grade Level	2023	23%	25%	**57%**	60%	40%	66%	*	*	-	*	-	*	55%	67%	43%	64%
	2022	27%	27%	**46%**	44%	36%	51%	-	60%	-	*	*	*	43%	60%	43%	59%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**75%**	67%	67%	84%	79%	90%	80%	73%	44%	79%	77%	69%	69%	66%
	2022	74%	76%	**70%**	62%	64%	76%	63%	73%	*	72%	47%	82%	73%	63%	64%	62%
At Meets Grade Level or Above	2023	49%	53%	**43%**	30%	32%	55%	64%	69%	50%	44%	17%	48%	46%	34%	35%	35%
	2022	48%	50%	**38%**	28%	31%	46%	25%	44%	*	41%	20%	48%	40%	32%	31%	31%
At Masters Grade Level	2023	20%	22%	**15%**	10%	9%	22%	36%	28%	10%	16%	3%	15%	17%	10%	11%	12%
	2022	23%	24%	**19%**	15%	14%	23%	25%	27%	*	21%	6%	23%	20%	16%	16%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**79%**	85%	72%	85%	*	94%	*	77%	43%	79%	81%	76%	75%	72%
	2022	75%	76%	**76%**	75%	69%	83%	*	80%	*	72%	50%	91%	78%	71%	70%	67%
At Meets Grade Level or Above	2023	53%	56%	**50%**	44%	38%	60%	*	83%	*	48%	16%	41%	53%	42%	42%	41%
	2022	53%	53%	**47%**	38%	41%	55%	*	49%	*	49%	24%	64%	49%	42%	40%	39%
At Masters Grade Level	2023	20%	21%	**19%**	13%	15%	23%	*	33%	*	19%	3%	12%	21%	13%	15%	16%
	2022	25%	25%	**27%**	22%	21%	33%	*	38%	*	33%	7%	27%	28%	25%	24%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**71%**	55%	64%	81%	*	86%	*	69%	43%	74%	74%	63%	65%	63%
	2022	72%	75%	**70%**	56%	66%	77%	*	76%	*	74%	48%	77%	74%	62%	65%	65%
At Meets Grade Level or Above	2023	45%	46%	**37%**	20%	28%	48%	*	58%	*	40%	16%	47%	41%	27%	29%	31%
	2022	42%	44%	**33%**	20%	25%	42%	*	44%	*	33%	18%	50%	35%	27%	25%	30%
At Masters Grade Level	2023	19%	18%	**10%**	6%	4%	16%	*	25%	*	13%	3%	12%	12%	6%	6%	8%
	2022	20%	21%	**12%**	9%	8%	15%	*	22%	*	8%	3%	23%	13%	10%	9%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**79%**	76%	69%	88%	*	91%	*	87%	59%	92%	81%	76%	75%	72%
	2022	76%	78%	**74%**	71%	69%	79%	*	70%	-	85%	60%	75%	78%	67%	70%	64%
At Meets Grade Level or Above	2023	47%	54%	**52%**	36%	36%	70%	*	73%	*	60%	24%	67%	55%	46%	45%	40%
	2022	47%	51%	**44%**	38%	39%	47%	*	60%	-	54%	20%	38%	47%	38%	37%	36%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**21%**	12%	8%	36%	*	27%	*	13%	0%	33%	23%	15%	14%	15%
	2022	21%	24%	**24%**	21%	19%	29%	*	35%	-	23%	10%	25%	28%	17%	21%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**66%**	45%	53%	85%	*	91%	*	60%	38%	83%	68%	61%	59%	51%
	2022	75%	75%	**46%**	38%	41%	51%	*	55%	-	54%	27%	75%	49%	39%	40%	38%
At Meets Grade Level or Above	2023	52%	57%	**31%**	15%	21%	44%	*	55%	*	27%	15%	50%	35%	19%	22%	23%
	2022	50%	50%	**20%**	15%	13%	29%	*	15%	-	31%	10%	13%	22%	14%	14%	11%
At Masters Grade Level	2023	27%	31%	**13%**	12%	6%	21%	*	18%	*	20%	6%	17%	16%	6%	7%	9%
	2022	30%	32%	**9%**	9%	6%	12%	*	5%	-	23%	7%	13%	10%	8%	7%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**31%**	22%	22%	40%	*	73%	*	20%	9%	10%	34%	22%	24%	23%
	2022	31%	31%	**21%**	9%	16%	28%	-	20%	-	18%	12%	*	22%	16%	15%	17%
Reading and Mathematics Including EOC	2023	35%	37%	**31%**	22%	22%	40%	*	73%	*	20%	9%	10%	34%	22%	24%	23%
	2022	31%	31%	**21%**	9%	16%	28%	-	20%	-	18%	12%	*	22%	16%	15%	17%
Reading Including EOC	2023	52%	55%	**49%**	43%	37%	62%	*	100%	*	33%	12%	30%	51%	43%	44%	41%
	2022	43%	42%	**35%**	22%	30%	45%	-	27%	-	24%	21%	*	36%	30%	28%	26%
Math Including EOC	2023	40%	42%	**37%**	26%	27%	49%	*	73%	*	40%	14%	40%	41%	28%	28%	31%
	2022	40%	42%	**33%**	13%	25%	46%	-	40%	-	24%	24%	*	36%	26%	26%	26%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**32%**	17%	27%	38%	-	50%	-	39%	16%	33%	36%	22%	26%	29%
	2022	32%	39%	**32%**	22%	21%	42%	*	50%	*	44%	14%	67%	35%	24%	19%	35%
Reading and Mathematics Including EOC	2023	38%	41%	**32%**	17%	27%	38%	-	50%	-	39%	16%	33%	36%	22%	26%	29%
	2022	33%	39%	**32%**	22%	21%	42%	*	50%	*	44%	14%	67%	35%	24%	19%	35%
Reading Including EOC	2023	55%	58%	**51%**	43%	43%	56%	-	71%	-	56%	23%	50%	56%	37%	42%	47%
	2022	56%	57%	**59%**	39%	50%	71%	*	70%	*	67%	35%	78%	59%	57%	48%	51%
Math Including EOC	2023	43%	47%	**37%**	17%	31%	45%	-	50%	-	39%	24%	67%	41%	27%	30%	32%
	2022	37%	45%	**34%**	26%	24%	44%	*	50%	*	44%	14%	67%	37%	26%	22%	38%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**18%**	4%	14%	25%	*	38%	*	27%	9%	10%	20%	14%	14%	11%
	2022	27%	26%	**13%**	4%	14%	17%	*	0%	-	11%	14%	0%	13%	13%	11%	10%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**31%**	18%	21%	43%	*	55%	*	40%	9%	25%	36%	22%	23%	25%
	2022	41%	42%	**27%**	21%	23%	32%	*	30%	-	38%	13%	11%	30%	22%	23%	23%
Reading Including EOC	2023	58%	58%	**49%**	45%	34%	62%	*	82%	*	53%	14%	42%	51%	46%	41%	35%
	2022	58%	55%	**48%**	48%	42%	50%	*	55%	-	69%	13%	56%	52%	40%	44%	40%
Math Including EOC	2023	51%	57%	**36%**	18%	25%	49%	*	55%	*	40%	9%	33%	40%	25%	28%	31%
	2022	48%	52%	**31%**	21%	26%	36%	*	45%	-	38%	17%	22%	33%	27%	26%	25%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**28%**	14%	22%	35%	*	55%	*	30%	11%	19%	31%	20%	22%	22%
	2022	34%	35%	**22%**	11%	17%	30%	*	23%	*	23%	13%	33%	24%	17%	16%	21%
Reading and Mathematics Including EOC	2023	39%	41%	**31%**	19%	23%	40%	*	58%	*	33%	11%	24%	35%	22%	24%	25%
	2022	36%	38%	**26%**	18%	20%	34%	*	31%	*	31%	13%	36%	29%	21%	19%	25%
Reading Including EOC	2023	53%	56%	**50%**	44%	38%	60%	*	83%	*	48%	16%	41%	53%	42%	42%	41%
	2022	53%	54%	**47%**	38%	41%	55%	*	49%	*	49%	24%	64%	49%	42%	40%	39%
Math Including EOC	2023	47%	48%	**37%**	20%	28%	48%	*	58%	*	40%	16%	47%	41%	27%	29%	31%
	2022	43%	46%	**33%**	20%	25%	42%	*	44%	*	33%	18%	50%	35%	27%	25%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**45%**	40%	37%	53%	*	68%	*	43%	29%	35%	44%	47%	42%	41%
Grade 6 Mathematics	2023	54%	56%	**52%**	63%	44%	58%	*	45%	*	64%	59%	70%	53%	51%	49%	42%
Grade 7 ELA/Reading	2023	71%	76%	**73%**	68%	72%	72%	-	89%	-	71%	57%	75%	77%	61%	71%	70%
Grade 7 Mathematics	2023	56%	63%	**52%**	30%	49%	60%	-	57%	-	44%	37%	58%	53%	49%	46%	47%
Grade 8 ELA/Reading	2023	63%	62%	**48%**	65%	40%	52%	*	60%	-	40%	38%	71%	50%	44%	45%	45%
Grade 8 Mathematics	2023	74%	74%	**56%**	44%	53%	65%	*	71%	-	50%	50%	40%	60%	48%	54%	56%
End of Course Algebra I	2023	76%	74%	**88%**	80%	90%	88%	*	*	-	*	-	*	85%	100%	85%	91%
All Grades Both Subjects	2023	64%	65%	**56%**	53%	50%	62%	42%	67%	83%	54%	45%	60%	57%	51%	52%	51%
All Grades ELA/Reading	2023	63%	65%	**56%**	58%	50%	60%	*	74%	*	52%	41%	62%	58%	51%	53%	52%
All Grades Mathematics	2023	66%	66%	**55%**	48%	50%	63%	*	60%	*	57%	49%	59%	57%	51%	51%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**24%**	*	17%	25%	-	-	-	*	21%	*	15%	40%	25%	14%
Grade 6 Mathematics	2023	35%	35%	**47%**	56%	33%	85%	-	-	*	40%	38%	*	46%	48%	44%	24%
Grade 7 ELA/Reading	2023	39%	45%	**47%**	0%	45%	60%	-	*	-	33%	25%	*	50%	42%	47%	32%
Grade 7 Mathematics	2023	22%	23%	**13%**	0%	14%	15%	-	*	-	*	22%	*	13%	14%	13%	8%
Grade 8 ELA/Reading	2023	39%	40%	**38%**	43%	39%	25%	*	*	-	*	31%	*	39%	35%	37%	38%
Grade 8 Mathematics	2023	49%	48%	**31%**	29%	28%	43%	*	*	-	20%	18%	*	41%	11%	26%	29%
End of Course Algebra I	2023	58%	58%	*	-	-	-	-	-	-	*	-	-	-	*	*	-
All Grades Both Subjects	2023	38%	40%	**35%**	28%	31%	44%	*	57%	*	38%	26%	20%	37%	31%	33%	25%
All Grades ELA/Reading	2023	35%	39%	**39%**	27%	37%	46%	*	*	-	46%	25%	38%	39%	40%	39%	30%
All Grades Mathematics	2023	40%	41%	**31%**	29%	25%	43%	*	*	*	31%	27%	0%	35%	24%	28%	21%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**75%**	-	-	-	-	-	-	63%	-	63%	-	70%	77%	63%	95%
	2022	74%	76%	**70%**	60%	-	-	-	60%	-	59%	68%	57%	74%	90%	72%	57%	90%
At Meets Grade Level or Above	2023	49%	53%	**43%**	-	-	-	-	-	-	30%	-	30%	-	33%	45%	31%	77%
	2022	48%	50%	**38%**	20%	-	-	-	20%	-	25%	20%	26%	35%	60%	40%	25%	69%
At Masters Grade Level	2023	20%	22%	**15%**	-	-	-	-	-	-	9%	-	9%	-	2%	16%	8%	42%
	2022	23%	24%	**19%**	9%	-	-	-	9%	-	12%	10%	12%	21%	20%	19%	11%	47%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**79%**	-	-	-	-	-	-	70%	-	70%	-	67%	82%	70%	100%
	2022	75%	76%	**76%**	55%	-	-	-	55%	-	65%	60%	65%	71%	*	79%	62%	97%
At Meets Grade Level or Above	2023	53%	56%	**50%**	-	-	-	-	-	-	38%	-	38%	-	33%	52%	37%	77%
	2022	53%	53%	**47%**	27%	-	-	-	27%	-	33%	20%	34%	35%	*	50%	31%	82%
At Masters Grade Level	2023	20%	21%	**19%**	-	-	-	-	-	-	14%	-	14%	-	5%	20%	13%	41%
	2022	25%	25%	**27%**	9%	-	-	-	9%	-	18%	15%	18%	29%	*	28%	17%	64%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**71%**	-	-	-	-	-	-	60%	-	60%	-	67%	73%	61%	91%
	2022	72%	75%	**70%**	65%	-	-	-	65%	-	61%	75%	57%	76%	*	72%	60%	92%
At Meets Grade Level or Above	2023	45%	46%	**37%**	-	-	-	-	-	-	26%	-	26%	-	29%	38%	27%	82%
	2022	42%	44%	**33%**	13%	-	-	-	13%	-	23%	20%	23%	35%	*	33%	22%	74%
At Masters Grade Level	2023	19%	18%	**10%**	-	-	-	-	-	-	6%	-	6%	-	0%	11%	5%	41%
	2022	20%	21%	**12%**	9%	-	-	-	9%	-	10%	5%	10%	12%	*	11%	9%	41%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**79%**	-	-	-	-	-	-	68%	-	68%	-	*	81%	69%	100%
	2022	76%	78%	**74%**	-	-	-	-	-	-	60%	-	60%	-	*	77%	58%	91%
At Meets Grade Level or Above	2023	47%	54%	**52%**	-	-	-	-	-	-	34%	-	34%	-	*	56%	34%	80%
	2022	47%	51%	**44%**	-	-	-	-	-	-	32%	-	32%	-	*	45%	30%	73%
At Masters Grade Level	2023	18%	23%	**21%**	-	-	-	-	-	-	11%	-	11%	-	*	23%	10%	50%
	2022	21%	24%	**24%**	-	-	-	-	-	-	12%	-	12%	-	*	25%	12%	59%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**66%**	-	-	-	-	-	-	45%	-	45%	-	*	70%	47%	90%
	2022	75%	75%	**46%**	-	-	-	-	-	-	34%	-	34%	-	*	47%	33%	73%
At Meets Grade Level or Above	2023	52%	57%	**31%**	-	-	-	-	-	-	16%	-	16%	-	*	33%	17%	60%
	2022	50%	50%	**20%**	-	-	-	-	-	-	7%	-	7%	-	*	23%	7%	32%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NORTH RICHLAND MIDDLE (220902042) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**13%**	-	-	-	-	-	-	4%	-	4%	-	*	15%	3%	40%
	2022	30%	32%	**9%**	-	-	-	-	-	-	2%	-	2%	-	*	11%	2%	14%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**56%**	-	-	-	-	-	-	51%	-	51%	-	39%	57%	50%	63%
All Grades ELA/Reading	2023	63%	65%	**56%**	-	-	-	-	-	-	54%	-	54%	-	29%	57%	51%	52%
All Grades Mathematics	2023	66%	66%	**55%**	-	-	-	-	-	-	48%	-	48%	-	50%	57%	48%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**35%**	-	-	-	-	-	-	26%	-	26%	-	14%	40%	25%	*
All Grades ELA/Reading	2023	35%	39%	**39%**	-	-	-	-	-	-	33%	-	33%	-	0%	45%	30%	-
All Grades Mathematics	2023	40%	41%	**31%**	-	-	-	-	-	-	20%	-	20%	-	22%	36%	21%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	93%	92%	**93%**	89%	91%	96%	100%	96%	100%	97%	96%	92%	96%	86%	94%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	6%	3%	0%	2%	0%	3%	3%	8%	3%	10%	4%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	3%	0%	0%	2%	0%	0%	1%	0%	0%	4%	2%	5%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	89%	91%	96%	*	95%	*	96%	97%	92%	97%	86%	94%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	6%	4%	*	3%	*	4%	2%	8%	3%	10%	4%	5%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	3%	0%	*	3%	*	0%	1%	0%	0%	4%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	99%	100%	100%
Included in Accountability	94%	93%	**93%**	87%	91%	96%	*	95%	*	96%	96%	92%	97%	84%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**5%**	13%	5%	4%	*	3%	*	4%	3%	8%	3%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	3%	0%	*	3%	*	0%	1%	0%	0%	4%	2%	5%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	0%	0%
Absent	1%	0%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	**93%**	92%	88%	96%	*	100%	*	100%	94%	92%	95%	88%	93%	88%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	8%	3%	*	0%	*	0%	3%	8%	4%	9%	5%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	2%	0%	*	0%	*	0%	3%	0%	0%	3%	2%	4%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	98%	98%	*	100%	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	95%	**92%**	92%	88%	95%	*	100%	*	100%	94%	92%	95%	88%	93%	88%
Not Included in Accountability: Mobile	4%	3%	**5%**	8%	7%	3%	*	0%	*	0%	3%	8%	4%	8%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	*	0%	3%	0%	0%	3%	2%	4%
Not Tested	1%	1%	**1%**	0%	2%	2%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	2%	2%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	100%	100%	*	100%	100%	97%	99%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	88%	91%	94%	80%	97%	*	96%	96%	94%	96%	85%	95%	92%
Not Included in Accountability: Mobile	5%	4%	**6%**	10%	7%	5%	20%	3%	*	4%	4%	3%	3%	13%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	2%	2%	0%	0%	0%	*	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	**1%**	1%	0%	1%	0%	0%	*	0%	0%	3%	1%	0%	0%	0%
Absent	1%	1%	**1%**	1%	0%	1%	0%	0%	*	0%	0%	3%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	93%	**92%**	86%	91%	95%	*	96%	*	95%	97%	96%	96%	84%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**6%**	12%	7%	4%	*	4%	*	5%	3%	4%	3%	14%	5%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	1%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	**0%**	1%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	86%	92%	95%	*	96%	*	95%	97%	96%	97%	84%	95%	93%
Not Included in Accountability: Mobile	5%	5%	**6%**	12%	7%	4%	*	4%	*	5%	3%	4%	3%	14%	5%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	1%	**0%**	1%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	99%	98%	*	100%	-	100%	100%	89%	99%	100%	99%	99%
Included in Accountability	93%	95%	**92%**	92%	91%	92%	*	100%	-	100%	94%	89%	95%	87%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	5%	6%	6%	*	0%	-	0%	6%	0%	3%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	3%	3%	0%	*	0%	-	0%	0%	0%	0%	4%	0%	5%
Not Tested	2%	1%	**1%**	0%	1%	2%	*	0%	-	0%	0%	11%	1%	0%	1%	1%
Absent	1%	1%	**1%**	0%	0%	2%	*	0%	-	0%	0%	11%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	1%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	100%	97%	*	100%	-	100%	100%	89%	99%	100%	99%	100%
Included in Accountability	94%	96%	**92%**	92%	91%	91%	*	100%	-	100%	91%	89%	95%	87%	95%	91%
Not Included in Accountability: Mobile	4%	3%	**6%**	5%	7%	6%	*	0%	-	0%	9%	0%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	3%	3%	0%	*	0%	-	0%	0%	0%	0%	4%	0%	5%
Not Tested	2%	1%	**1%**	0%	0%	3%	*	0%	-	0%	0%	11%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	3%	*	0%	-	0%	0%	11%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**92.9%**	92.9%	93.0%	92.4%	*	96.5%	*	91.3%	92.4%	92.5%	94.1%
2020-21	95.0%	95.7%	**96.0%**	95.4%	95.5%	96.1%	95.2%	98.8%	*	97.6%	95.6%	95.7%	95.5%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**24.9%**	29.1%	25.7%	25.3%	*	4.1%	*	27.1%	27.8%	26.5%	19.0%
2020-21	15.0%	12.4%	**12.5%**	18.3%	13.4%	12.2%	16.7%	0.0%	*	4.5%	14.9%	13.7%	13.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**2.3%**	2.6%	2.0%	1.6%	*	6.3%	*	6.3%	0.0%	2.0%	4.3%
2020-21	0.9%	0.8%	**0.1%**	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.6%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	890	100.0%	22,581	5,504,150	890	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	292	32.8%	7.4%	7.3%	292	32.8%	7.4%	7.2%
Grade 7	304	34.2%	7.4%	7.4%	304	34.2%	7.4%	7.4%
Grade 8	294	33.0%	7.9%	7.7%	294	33.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	94	10.6%	9.8%	12.8%	94	10.6%	9.8%	12.8%
Hispanic	382	42.9%	45.6%	53.0%	382	42.9%	45.6%	52.9%
White	320	36.0%	35.3%	25.6%	320	36.0%	35.4%	25.7%
American Indian	4	0.4%	0.4%	0.3%	4	0.4%	0.4%	0.3%
Asian	38	4.3%	4.5%	5.1%	38	4.3%	4.5%	5.1%
Pacific Islander	5	0.6%	0.5%	0.2%	5	0.6%	0.5%	0.2%
Two or More Races	47	5.3%	3.9%	3.0%	47	5.3%	3.9%	3.0%
Sex:								
Female	426	47.9%	48.4%	48.8%	426	47.9%	48.3%	48.8%
Male	464	52.1%	51.6%	51.2%	464	52.1%	51.7%	51.2%
Economically Disadvantaged	604	67.9%	63.5%	62.1%	604	67.9%	63.4%	62.0%
Non-Educationally Disadvantaged	286	32.1%	36.5%	37.9%	286	32.1%	36.6%	38.0%
Section 504 Students	119	13.4%	9.6%	7.4%	119	13.4%	9.5%	7.4%
EB Students/EL	210	23.6%	25.0%	23.1%	210	23.6%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	34	3.5%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	107	12.0%	7.8%	5.5%	107	12.0%	7.8%	5.5%
Foster Care	4	0.4%	0.2%	0.2%	4	0.4%	0.2%	0.2%
Homeless	15	1.7%	0.8%	1.3%	15	1.7%	0.8%	1.3%
Immigrant	16	1.8%	2.0%	2.2%	16	1.8%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	890	100.0%	54.1%	64.6%	890	100.0%	54.1%	64.6%
Military Connected	7	0.8%	0.7%	3.6%	7	0.8%	0.7%	3.6%
At-Risk	562	63.1%	64.3%	53.3%	562	63.1%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	208	23.4%	24.8%	23.2%	208	23.4%	24.8%	23.2%
Career and Technical Education	360	40.4%	29.9%	26.5%	360	40.4%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	59	6.6%	7.0%	8.2%	59	6.6%	7.0%	8.2%
Special Education	124	13.9%	12.6%	12.6%	124	13.9%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	124							
By Type of Primary Disability Students with Intellectual Disabilities	62	50.0%	40.4%	44.1%				
Students with Physical Disabilities	13	10.5%	23.7%	20.0%				
Students with Autism	22	17.7%	18.0%	15.5%				
Students with Behavioral Disabilities	27	21.8%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	154	16.0%	14.4%	16.8%				
By Ethnicity: African American	29	3.0%	2.6%	3.3%				
Hispanic	61	6.3%	6.0%	8.7%				
White	52	5.4%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.3%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	9	0.9%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	10.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	27	12.4%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	108	17.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	88	15.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.2%	0.4%	0.0%	1.3%	0.5%
Grade 8	0.4%	0.3%	0.4%	2.8%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	21.8	19.5	19.2
Secondary:			
English/Language Arts	11.6	16.1	16.2
Foreign Languages	18.6	20.8	18.8
Mathematics	20.0	18.8	17.5
Science	21.0	17.2	18.5
Social Studies	18.5	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
NORTH RICHLAND MIDDLE (220902042) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	80.2	100.0%	100.0%	100.0%
Professional Staff:	71.4	89.0%	67.6%	64.1%
Teachers	58.9	73.5%	50.4%	48.7%
Professional Support	6.9	8.6%	11.7%	10.9%
Campus Administration (School Leadership)	5.6	6.9%	3.2%	3.3%
Educational Aides:	8.8	11.0%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	16.1	20.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	8.0	13.6%	5.0%	11.8%
Hispanic	3.1	5.3%	16.0%	29.6%
White	47.8	81.1%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	15.5	26.4%	23.2%	24.4%
Females	43.4	73.6%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	43.9	74.5%	72.1%	72.2%
Masters	14.0	23.8%	26.5%	25.0%
Doctorate	1.0	1.7%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	12.3	20.9%	9.5%	9.7%
1-5 Years Experience	20.3	34.5%	23.2%	26.3%
6-10 Years Experience	11.3	19.2%	22.7%	20.5%
11-20 Years Experience	9.7	16.5%	27.9%	27.2%
21-30 Years Experience	5.3	8.9%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.7	6.1
Average Years Experience of Principals with District	4.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	3.3	5.1	4.4
Average Years Experience of Teachers:	7.7	11.5	11.0
Average Years Experience of Teachers with District:	4.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,736	$59,919	$53,300
1-5 Years Experience	$59,466	$60,212	$56,516
6-10 Years Experience	$60,776	$61,624	$59,732
11-20 Years Experience	$63,222	$64,485	$63,389
21-30 Years Experience	$69,001	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,033	$63,500	$60,717
Professional Support	$68,212	$76,823	$72,022
Campus Administration (School Leadership)	$85,759	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	1.6	2.6%	7.3%	3.2%
Gifted and Talented Education	0.5	0.9%	0.9%	1.7%
Regular Education	39.2	66.5%	63.5%	70.6%
Special Education	13.6	23.0%	10.8%	9.7%
Other	4.1	6.9%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: RICHLAND MIDDLE

Campus Number: 220902043

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**81%**	74%	80%	87%	-	*	*	71%	63%	*	84%	75%	77%	73%
	2022	83%	82%	**80%**	78%	80%	80%	*	*	-	100%	63%	*	87%	68%	80%	74%
At Meets Grade Level or Above	2023	58%	58%	**52%**	48%	46%	62%	-	*	*	57%	34%	*	53%	49%	47%	40%
	2022	58%	55%	**53%**	54%	51%	53%	*	*	-	50%	38%	*	58%	42%	53%	50%
At Masters Grade Level	2023	28%	27%	**25%**	24%	14%	38%	-	*	*	43%	31%	*	27%	21%	25%	16%
	2022	37%	35%	**30%**	30%	26%	39%	*	*	-	25%	21%	*	34%	23%	32%	25%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**76%**	64%	76%	88%	-	*	-	60%	72%	*	81%	68%	74%	75%
	2022	71%	69%	**68%**	78%	61%	72%	*	*	-	83%	52%	*	75%	56%	68%	62%
At Meets Grade Level or Above	2023	46%	42%	**43%**	42%	38%	54%	-	*	-	40%	44%	*	46%	38%	41%	34%
	2022	40%	38%	**32%**	28%	31%	36%	*	*	-	33%	35%	*	38%	22%	31%	28%
At Masters Grade Level	2023	17%	14%	**10%**	11%	5%	15%	-	*	-	20%	34%	*	12%	6%	10%	6%
	2022	14%	14%	**5%**	8%	4%	3%	*	*	-	0%	22%	*	7%	2%	4%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**73%**	71%	68%	82%	-	*	*	86%	63%	*	77%	67%	72%	61%
	2022	74%	78%	**75%**	68%	73%	82%	*	*	-	100%	58%	*	84%	56%	75%	72%
At Meets Grade Level or Above	2023	47%	53%	**44%**	40%	31%	62%	-	*	*	57%	44%	*	49%	34%	40%	31%
	2022	45%	46%	**37%**	36%	33%	43%	*	*	-	50%	38%	*	41%	28%	36%	26%
At Masters Grade Level	2023	17%	20%	**15%**	14%	9%	25%	-	*	*	29%	28%	*	17%	12%	13%	10%
	2022	24%	23%	**14%**	14%	11%	14%	*	*	-	38%	25%	*	16%	11%	12%	14%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**55%**	50%	48%	65%	-	*	*	71%	44%	*	57%	51%	50%	42%
	2022	61%	58%	**61%**	64%	56%	65%	*	*	-	63%	58%	*	68%	47%	60%	59%
At Meets Grade Level or Above	2023	33%	35%	**30%**	29%	27%	35%	-	*	*	43%	38%	*	32%	27%	27%	27%
	2022	31%	27%	**20%**	26%	13%	31%	*	*	-	13%	33%	*	23%	15%	19%	14%
At Masters Grade Level	2023	16%	17%	**17%**	19%	8%	27%	-	*	*	29%	31%	*	17%	16%	15%	15%
	2022	18%	15%	**13%**	16%	8%	18%	*	*	-	13%	29%	*	15%	8%	10%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	100%	100%	100%	-	-	*	*	-	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	100%	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**100%**	100%	100%	100%	-	-	*	*	-	*	100%	100%	100%	100%
	2022	43%	45%	**98%**	100%	96%	100%	-	*	-	*	*	-	97%	100%	97%	91%
At Masters Grade Level	2023	23%	25%	**98%**	100%	93%	100%	-	-	*	*	-	*	97%	100%	96%	100%
	2022	27%	27%	**90%**	78%	96%	85%	-	*	-	*	*	-	92%	83%	89%	91%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**72%**	67%	70%	79%	100%	91%	60%	74%	58%	68%	76%	67%	69%	68%
	2022	74%	76%	**72%**	69%	69%	78%	75%	94%	*	82%	61%	33%	77%	63%	72%	66%
At Meets Grade Level or Above	2023	49%	53%	**44%**	40%	38%	55%	67%	73%	40%	50%	37%	39%	48%	38%	41%	37%
	2022	48%	50%	**41%**	39%	38%	49%	42%	67%	*	48%	42%	14%	45%	36%	41%	34%
At Masters Grade Level	2023	20%	22%	**19%**	16%	13%	28%	67%	36%	20%	28%	25%	20%	22%	14%	17%	15%
	2022	23%	24%	**21%**	19%	17%	26%	25%	56%	*	27%	23%	7%	23%	16%	19%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**74%**	71%	73%	79%	*	100%	*	75%	53%	56%	77%	70%	71%	72%
	2022	75%	76%	**74%**	70%	74%	77%	*	83%	*	84%	63%	28%	77%	69%	73%	68%
At Meets Grade Level or Above	2023	53%	56%	**48%**	43%	43%	57%	*	89%	*	50%	31%	33%	50%	44%	44%	41%
	2022	53%	53%	**49%**	48%	46%	56%	*	83%	*	56%	44%	17%	51%	46%	49%	43%
At Masters Grade Level	2023	20%	21%	**20%**	18%	15%	27%	*	44%	*	25%	23%	17%	23%	16%	20%	17%
	2022	25%	25%	**28%**	24%	23%	38%	*	50%	*	36%	19%	11%	30%	24%	26%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**75%**	68%	75%	83%	*	89%	*	70%	65%	72%	80%	68%	72%	75%
	2022	72%	75%	**73%**	71%	68%	82%	*	100%	*	81%	60%	50%	78%	66%	73%	66%
At Meets Grade Level or Above	2023	45%	46%	**45%**	39%	40%	57%	*	67%	*	50%	40%	39%	50%	37%	42%	38%
	2022	42%	44%	**43%**	37%	41%	50%	*	67%	*	50%	42%	17%	48%	35%	42%	36%
At Masters Grade Level	2023	19%	18%	**19%**	13%	15%	29%	*	33%	*	30%	24%	17%	24%	12%	17%	15%
	2022	20%	21%	**19%**	16%	18%	21%	*	67%	*	19%	24%	6%	23%	13%	19%	15%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**73%**	71%	68%	82%	-	*	*	86%	63%	*	77%	67%	72%	61%
	2022	76%	78%	**75%**	68%	73%	82%	*	*	-	100%	58%	*	84%	56%	75%	72%
At Meets Grade Level or Above	2023	47%	54%	**44%**	40%	31%	62%	-	*	*	57%	44%	*	49%	34%	40%	31%
	2022	47%	51%	**37%**	36%	33%	43%	*	*	-	50%	38%	*	41%	28%	36%	26%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**15%**	14%	9%	25%	-	*	*	29%	28%	*	17%	12%	13%	10%
	2022	21%	24%	**14%**	14%	11%	14%	*	*	-	38%	25%	*	16%	11%	12%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**55%**	50%	48%	65%	-	*	*	71%	44%	*	57%	51%	50%	42%
	2022	75%	75%	**61%**	64%	56%	65%	*	*	-	63%	58%	*	68%	47%	60%	59%
At Meets Grade Level or Above	2023	52%	57%	**30%**	29%	27%	35%	-	*	*	43%	38%	*	32%	27%	27%	27%
	2022	50%	50%	**20%**	26%	13%	31%	*	*	-	13%	33%	*	23%	15%	19%	14%
At Masters Grade Level	2023	27%	31%	**17%**	19%	8%	27%	-	*	*	29%	31%	*	17%	16%	15%	15%
	2022	30%	32%	**13%**	16%	8%	18%	*	*	-	13%	29%	*	15%	8%	10%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**30%**	21%	25%	44%	*	*	-	43%	28%	13%	35%	24%	27%	24%
	2022	31%	31%	**35%**	35%	33%	37%	*	*	*	50%	31%	17%	35%	35%	34%	33%
Reading and Mathematics Including EOC	2023	35%	37%	**30%**	21%	25%	44%	*	*	-	43%	28%	13%	35%	24%	27%	24%
	2022	31%	31%	**35%**	35%	33%	37%	*	*	*	50%	31%	17%	35%	35%	34%	33%
Reading Including EOC	2023	52%	55%	**43%**	40%	35%	54%	*	*	-	57%	28%	13%	47%	38%	40%	29%
	2022	43%	42%	**39%**	38%	38%	42%	*	*	*	50%	31%	17%	38%	41%	38%	36%
Math Including EOC	2023	40%	42%	**39%**	38%	32%	48%	*	*	-	43%	31%	38%	46%	30%	35%	31%
	2022	40%	42%	**45%**	41%	44%	47%	*	*	*	63%	46%	25%	49%	39%	42%	41%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**32%**	25%	30%	39%	*	*	*	33%	28%	17%	34%	28%	30%	32%
	2022	32%	39%	**34%**	28%	28%	46%	-	*	*	33%	42%	*	36%	32%	35%	25%
Reading and Mathematics Including EOC	2023	38%	41%	**32%**	25%	30%	39%	*	*	*	33%	28%	17%	34%	28%	30%	33%
	2022	33%	39%	**34%**	28%	28%	46%	-	*	*	33%	42%	*	36%	32%	35%	25%
Reading Including EOC	2023	55%	58%	**48%**	42%	48%	55%	*	*	*	33%	32%	50%	51%	45%	46%	50%
	2022	56%	57%	**55%**	49%	48%	69%	-	*	*	67%	58%	*	55%	55%	56%	43%
Math Including EOC	2023	43%	47%	**40%**	28%	40%	50%	*	*	*	50%	44%	17%	44%	35%	39%	40%
	2022	37%	45%	**36%**	28%	31%	48%	-	*	*	33%	42%	*	39%	32%	37%	28%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**30%**	33%	22%	39%	-	*	-	40%	34%	*	31%	29%	29%	17%
	2022	27%	26%	**20%**	18%	21%	19%	*	*	-	20%	35%	*	26%	11%	19%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**44%**	43%	34%	57%	-	*	*	57%	34%	*	47%	38%	41%	29%
	2022	41%	42%	**36%**	31%	37%	39%	*	*	-	25%	38%	*	44%	22%	36%	33%
Reading Including EOC	2023	58%	58%	**52%**	48%	46%	62%	-	*	*	57%	34%	*	53%	49%	47%	40%
	2022	58%	55%	**53%**	54%	51%	53%	*	*	-	50%	38%	*	58%	42%	53%	50%
Math Including EOC	2023	51%	57%	**55%**	50%	48%	68%	-	*	*	57%	44%	*	60%	47%	51%	44%
	2022	48%	52%	**47%**	41%	46%	53%	*	*	-	56%	38%	*	54%	34%	47%	38%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**31%**	26%	26%	41%	*	67%	*	39%	30%	19%	33%	27%	29%	25%
	2022	34%	35%	**30%**	27%	28%	36%	*	60%	*	36%	37%	11%	33%	27%	30%	27%
Reading and Mathematics Including EOC	2023	39%	41%	**36%**	30%	30%	48%	*	67%	*	45%	30%	22%	39%	30%	33%	29%
	2022	36%	38%	**35%**	31%	33%	41%	*	67%	*	36%	38%	11%	39%	30%	35%	31%
Reading Including EOC	2023	53%	56%	**48%**	43%	43%	57%	*	89%	*	50%	31%	33%	50%	44%	44%	41%
	2022	53%	54%	**49%**	48%	46%	56%	*	83%	*	56%	44%	17%	51%	46%	49%	43%
Math Including EOC	2023	47%	48%	**45%**	39%	40%	57%	*	67%	*	50%	40%	39%	50%	37%	42%	38%
	2022	43%	46%	**43%**	37%	41%	50%	*	67%	*	50%	42%	17%	48%	35%	42%	36%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**39%**	46%	33%	43%	*	*	-	25%	50%	44%	43%	33%	39%	37%
Grade 6 Mathematics	2023	54%	56%	**64%**	73%	61%	64%	*	*	-	50%	71%	75%	64%	65%	63%	52%
Grade 7 ELA/Reading	2023	71%	76%	**72%**	79%	70%	73%	*	*	*	30%	50%	75%	73%	70%	71%	71%
Grade 7 Mathematics	2023	56%	63%	**58%**	44%	59%	67%	*	*	*	60%	58%	33%	58%	56%	57%	62%
Grade 8 ELA/Reading	2023	63%	62%	**53%**	57%	45%	58%	-	*	*	71%	47%	*	54%	50%	54%	48%
Grade 8 Mathematics	2023	74%	74%	**80%**	69%	85%	79%	-	*	-	70%	70%	*	84%	72%	80%	83%
End of Course Algebra I	2023	76%	74%	**98%**	100%	93%	100%	-	-	*	*	-	*	97%	100%	96%	100%
All Grades Both Subjects	2023	64%	65%	**61%**	62%	59%	65%	92%	82%	*	54%	58%	63%	64%	58%	61%	60%
All Grades ELA/Reading	2023	63%	65%	**54%**	60%	49%	56%	*	100%	*	44%	49%	61%	57%	49%	54%	53%
All Grades Mathematics	2023	66%	66%	**69%**	65%	68%	74%	*	64%	*	64%	67%	64%	71%	66%	68%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**18%**	22%	22%	9%	-	-	-	*	31%	0%	19%	17%	18%	23%
Grade 6 Mathematics	2023	35%	35%	**41%**	38%	42%	46%	-	-	-	*	37%	*	36%	44%	38%	40%
Grade 7 ELA/Reading	2023	39%	45%	**40%**	31%	39%	40%	*	*	*	*	23%	*	41%	38%	35%	41%
Grade 7 Mathematics	2023	22%	23%	**16%**	22%	14%	20%	-	-	-	*	33%	*	16%	17%	14%	13%
Grade 8 ELA/Reading	2023	39%	40%	**34%**	23%	41%	40%	-	-	-	*	17%	*	36%	32%	35%	35%
Grade 8 Mathematics	2023	49%	48%	**55%**	53%	58%	56%	-	-	-	*	31%	*	61%	48%	52%	55%
All Grades Both Subjects	2023	38%	40%	**37%**	34%	38%	36%	*	*	*	0%	29%	38%	38%	35%	35%	38%
All Grades ELA/Reading	2023	35%	39%	**32%**	26%	35%	29%	*	*	*	0%	24%	22%	34%	29%	30%	35%
All Grades Mathematics	2023	40%	41%	**41%**	41%	42%	44%	-	-	-	*	34%	*	43%	40%	39%	41%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**72%**	-	-	-	-	-	-	65%	-	65%	-	*	74%	65%	98%
	2022	74%	76%	**72%**	68%	-	-	-	68%	-	60%	62%	60%	-	50%	75%	61%	90%
At Meets Grade Level or Above	2023	49%	53%	**44%**	-	-	-	-	-	-	33%	-	33%	-	*	47%	32%	79%
	2022	48%	50%	**41%**	34%	-	-	-	34%	-	27%	36%	26%	-	17%	45%	28%	59%
At Masters Grade Level	2023	20%	22%	**19%**	-	-	-	-	-	-	12%	-	12%	-	*	20%	12%	42%
	2022	23%	24%	**21%**	3%	-	-	-	3%	-	13%	12%	13%	-	17%	23%	11%	34%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**74%**	-	-	-	-	-	-	68%	-	68%	-	*	76%	69%	100%
	2022	75%	76%	**74%**	58%	-	-	-	58%	-	61%	52%	63%	-	*	77%	61%	100%
At Meets Grade Level or Above	2023	53%	56%	**48%**	-	-	-	-	-	-	36%	-	36%	-	*	51%	37%	78%
	2022	53%	53%	**49%**	32%	-	-	-	32%	-	35%	33%	35%	-	*	53%	35%	81%
At Masters Grade Level	2023	20%	21%	**20%**	-	-	-	-	-	-	15%	-	15%	-	*	21%	15%	39%
	2022	25%	25%	**28%**	3%	-	-	-	3%	-	14%	10%	15%	-	*	32%	13%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**75%**	-	-	-	-	-	-	73%	-	73%	-	*	75%	73%	100%
	2022	72%	75%	**73%**	77%	-	-	-	77%	-	59%	71%	56%	-	*	77%	61%	89%
At Meets Grade Level or Above	2023	45%	46%	**45%**	-	-	-	-	-	-	35%	-	35%	-	*	48%	34%	78%
	2022	42%	44%	**43%**	35%	-	-	-	35%	-	27%	38%	25%	-	*	46%	28%	74%
At Masters Grade Level	2023	19%	18%	**19%**	-	-	-	-	-	-	12%	-	12%	-	*	21%	12%	39%
	2022	20%	21%	**19%**	3%	-	-	-	3%	-	13%	14%	13%	-	*	21%	11%	40%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**73%**	-	-	-	-	-	-	58%	-	58%	-	*	79%	59%	83%
	2022	76%	78%	**75%**	-	-	-	-	-	-	64%	-	64%	-	*	76%	64%	95%
At Meets Grade Level or Above	2023	47%	54%	**44%**	-	-	-	-	-	-	25%	-	25%	-	*	49%	25%	83%
	2022	47%	51%	**37%**	-	-	-	-	-	-	25%	-	25%	-	*	42%	24%	35%
At Masters Grade Level	2023	18%	23%	**15%**	-	-	-	-	-	-	5%	-	5%	-	*	18%	5%	50%
	2022	21%	24%	**14%**	-	-	-	-	-	-	13%	-	13%	-	*	14%	13%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**55%**	-	-	-	-	-	-	36%	-	36%	-	*	61%	36%	100%
	2022	75%	75%	**61%**	-	-	-	-	-	-	56%	-	56%	-	*	62%	56%	70%
At Meets Grade Level or Above	2023	52%	57%	**30%**	-	-	-	-	-	-	22%	-	22%	-	*	31%	21%	83%
	2022	50%	50%	**20%**	-	-	-	-	-	-	12%	-	12%	-	*	23%	11%	20%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RICHLAND MIDDLE (220902043) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**17%**	-	-	-	-	-	-	11%	-	11%	-	*	18%	11%	50%
	2022	30%	32%	**13%**	-	-	-	-	-	-	8%	-	8%	-	*	15%	7%	10%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**61%**	-	-	-	-	-	-	59%	-	59%	-	*	62%	59%	72%
All Grades ELA/Reading	2023	63%	65%	**54%**	-	-	-	-	-	-	52%	-	52%	-	*	54%	52%	64%
All Grades Mathematics	2023	66%	66%	**69%**	-	-	-	-	-	-	65%	-	65%	-	*	70%	65%	81%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**37%**	-	-	-	-	-	-	37%	-	37%	-	*	36%	37%	*
All Grades ELA/Reading	2023	35%	39%	**32%**	-	-	-	-	-	-	35%	-	35%	-	-	30%	35%	-
All Grades Mathematics	2023	40%	41%	**41%**	-	-	-	-	-	-	39%	-	39%	-	*	42%	40%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**89%**	91%	89%	89%	100%	73%	83%	96%	92%	85%	94%	83%	91%	85%
Not Included in Accountability: Mobile	4%	4%	**8%**	7%	7%	10%	0%	27%	17%	4%	6%	15%	5%	13%	6%	8%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	1%	4%	0%	0%	0%	0%	0%	2%	0%	1%	4%	3%	7%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	99%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**89%**	90%	89%	88%	*	75%	80%	95%	90%	86%	94%	82%	90%	84%
Not Included in Accountability: Mobile	4%	4%	**8%**	7%	7%	11%	*	25%	20%	5%	7%	14%	5%	13%	7%	8%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	2%	4%	0%	*	0%	0%	0%	3%	0%	1%	4%	3%	8%
Not Tested	1%	1%	**0%**	1%	0%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	99%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	93%	**89%**	92%	89%	88%	*	75%	80%	95%	91%	86%	94%	83%	91%	86%
Not Included in Accountability: Mobile	5%	4%	**9%**	8%	7%	11%	*	25%	20%	5%	7%	14%	5%	14%	7%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	4%	0%	*	0%	0%	0%	2%	0%	1%	3%	3%	6%
Not Tested	1%	1%	**0%**	1%	0%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	1%	0%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	93%	89%	92%	-	*	*	100%	97%	80%	95%	85%	92%	86%
Not Included in Accountability: Mobile	4%	4%	**7%**	7%	6%	8%	-	*	*	0%	3%	20%	4%	10%	5%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	5%	0%	-	*	*	0%	0%	0%	1%	5%	3%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**91%**	93%	89%	92%	-	*	*	100%	97%	80%	95%	85%	92%	86%
Not Included in Accountability: Mobile	4%	3%	**7%**	7%	6%	8%	-	*	*	0%	3%	20%	4%	10%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	5%	0%	-	*	*	0%	0%	0%	1%	5%	3%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	100%	100%	100%	100%	100%	91%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**92%**	90%	93%	91%	100%	82%	50%	91%	96%	84%	97%	85%	96%	90%
Not Included in Accountability: Mobile	5%	4%	**7%**	9%	5%	9%	0%	18%	50%	0%	4%	16%	3%	13%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	0%	0%	0%	0%	0%	0%	9%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	0%	0%	0%	0%	0%	0%	9%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	93%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	93%	**91%**	90%	93%	90%	*	75%	*	93%	95%	86%	96%	84%	95%	89%
Not Included in Accountability: Mobile	5%	4%	**8%**	9%	6%	10%	*	25%	*	0%	5%	14%	3%	14%	4%	8%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	1%	2%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	7%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	7%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	100%	*	96%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	**92%**	89%	93%	90%	*	75%	*	96%	95%	86%	96%	85%	95%	90%
Not Included in Accountability: Mobile	5%	5%	**8%**	9%	6%	10%	*	25%	*	0%	5%	14%	3%	14%	4%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	1%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	*	4%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	4%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	100%	100%	*	*	*	80%	100%	*	100%	98%	99%	100%
Included in Accountability	93%	95%	**93%**	93%	94%	96%	*	*	*	80%	100%	*	97%	86%	98%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	7%	5%	4%	*	*	*	0%	0%	*	3%	10%	1%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	0%	*	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	0%	0%	*	*	*	20%	0%	*	0%	2%	1%	0%
Absent	1%	1%	**1%**	0%	0%	0%	*	*	*	20%	0%	*	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	100%	*	*	*	80%	100%	*	99%	98%	98%	99%
Included in Accountability	94%	96%	**93%**	93%	93%	96%	*	*	*	80%	100%	*	97%	86%	97%	91%
Not Included in Accountability: Mobile	4%	3%	**5%**	7%	5%	4%	*	*	*	0%	0%	*	3%	10%	1%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	0%	*	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	1%	0%	*	*	*	20%	0%	*	1%	2%	2%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	*	*	20%	0%	*	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**92.5%**	92.2%	93.1%	92.0%	*	92.1%	*	88.8%	91.7%	92.4%	94.1%
2020-21	95.0%	95.7%	**96.0%**	97.2%	95.8%	95.7%	*	96.9%	*	95.3%	94.3%	95.9%	96.1%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**26.5%**	30.4%	22.0%	29.6%	0.0%	44.4%	*	44.8%	33.9%	26.6%	17.9%
2020-21	15.0%	12.4%	**12.2%**	9.9%	12.8%	12.4%	20.0%	20.0%	0.0%	11.8%	17.5%	12.7%	11.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**2.4%**	2.6%	3.0%	1.6%	*	0.0%	*	0.0%	1.3%	2.6%	2.3%
2020-21	0.9%	0.8%	**1.3%**	1.9%	1.1%	1.6%	*	0.0%	*	0.0%	1.8%	1.4%	1.4%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	675	100.0%	22,581	5,504,150	675	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	239	35.4%	7.4%	7.3%	239	35.4%	7.4%	7.2%
Grade 7	205	30.4%	7.4%	7.4%	205	30.4%	7.4%	7.4%
Grade 8	231	34.2%	7.9%	7.7%	231	34.2%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	141	20.9%	9.8%	12.8%	141	20.9%	9.8%	12.8%
Hispanic	330	48.9%	45.6%	53.0%	330	48.9%	45.6%	52.9%
White	166	24.6%	35.3%	25.6%	166	24.6%	35.4%	25.7%
American Indian	4	0.6%	0.4%	0.3%	4	0.6%	0.4%	0.3%
Asian	9	1.3%	4.5%	5.1%	9	1.3%	4.5%	5.1%
Pacific Islander	4	0.6%	0.5%	0.2%	4	0.6%	0.5%	0.2%
Two or More Races	21	3.1%	3.9%	3.0%	21	3.1%	3.9%	3.0%
Sex:								
Female	322	47.7%	48.4%	48.8%	322	47.7%	48.3%	48.8%
Male	353	52.3%	51.6%	51.2%	353	52.3%	51.7%	51.2%
Economically Disadvantaged	529	78.4%	63.5%	62.1%	529	78.4%	63.4%	62.0%
Non-Educationally Disadvantaged	146	21.6%	36.5%	37.9%	146	21.6%	36.6%	38.0%
Section 504 Students	74	11.0%	9.6%	7.4%	74	11.0%	9.5%	7.4%
EB Students/EL	204	30.2%	25.0%	23.1%	204	30.2%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	24	3.3%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	64	9.5%	7.8%	5.5%	64	9.5%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	17	2.5%	0.8%	1.3%	17	2.5%	0.8%	1.3%
Immigrant	28	4.1%	2.0%	2.2%	28	4.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	675	100.0%	54.1%	64.6%	675	100.0%	54.1%	64.6%
Military Connected	2	0.3%	0.7%	3.6%	2	0.3%	0.7%	3.6%
At-Risk	465	68.9%	64.3%	53.3%	465	68.9%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	203	30.1%	24.8%	23.2%	203	30.1%	24.8%	23.2%
Career and Technical Education	227	33.6%	29.9%	26.5%	227	33.6%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	38	5.6%	7.0%	8.2%	38	5.6%	7.0%	8.2%
Special Education	96	14.2%	12.6%	12.6%	96	14.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability Students with Intellectual Disabilities	61	63.5%	40.4%	44.1%				
Students with Physical Disabilities	7	7.3%	23.7%	20.0%				
Students with Autism	12	12.5%	18.0%	15.5%				
Students with Behavioral Disabilities	16	16.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	123	16.9%	14.4%	16.8%				
By Ethnicity: African American	33	4.5%	2.6%	3.3%				
Hispanic	50	6.9%	6.0%	8.7%				
White	30	4.1%	4.5%	3.4%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	4	0.5%	0.4%	0.7%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	3	0.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	23	19.2%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	33	16.3%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	79	13.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	74	17.9%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.2%	0.4%	0.0%	1.3%	0.5%
Grade 8	0.5%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	19.8	19.5	19.2
Secondary:			
English/Language Arts	12.3	16.1	16.2
Foreign Languages	17.4	20.8	18.8
Mathematics	19.4	18.8	17.5
Science	18.9	17.2	18.5
Social Studies	19.8	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	66.2	100.0%	100.0%	100.0%
Professional Staff:	57.2	86.3%	67.6%	64.1%
Teachers	46.1	69.6%	50.4%	48.7%
Professional Support	7.1	10.7%	11.7%	10.9%
Campus Administration (School Leadership)	4.0	6.0%	3.2%	3.3%
Educational Aides:	9.0	13.7%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	15.9	24.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	3.3	7.1%	5.0%	11.8%
Hispanic	5.2	11.2%	16.0%	29.6%
White	37.6	81.6%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	13.0	28.3%	23.2%	24.4%
Females	33.0	71.7%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	32.7	71.0%	72.1%	72.2%
Masters	12.3	26.8%	26.5%	25.0%
Doctorate	1.0	2.2%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.8%	9.5%	9.7%
1-5 Years Experience	15.0	32.6%	23.2%	26.3%
6-10 Years Experience	13.0	28.2%	22.7%	20.5%
11-20 Years Experience	11.2	24.3%	27.9%	27.2%
21-30 Years Experience	4.1	8.8%	13.5%	13.3%
Over 30 Years Experience	1.0	2.2%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.6	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.7	6.1
Average Years Experience of Principals with District	0.0	6.7	5.3
Average Years Experience of Assistant Principals	7.0	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	9.5	11.5	11.0
Average Years Experience of Teachers with District:	5.6	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$76,185	$59,919	$53,300
1-5 Years Experience	$59,397	$60,212	$56,516
6-10 Years Experience	$60,976	$61,624	$59,732
11-20 Years Experience	$62,944	$64,485	$63,389
21-30 Years Experience	$66,927	$69,454	$67,876
Over 30 Years Experience	$80,894	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,478	$63,500	$60,717
Professional Support	$70,793	$76,823	$72,022
Campus Administration (School Leadership)	$81,527	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.2%	7.0%	5.9%
Career and Technical Education	1.2	2.6%	4.9%	5.4%
Compensatory Education	0.3	0.6%	7.3%	3.2%
Gifted and Talented Education	0.8	1.7%	0.9%	1.7%
Regular Education	30.5	66.2%	63.5%	70.6%
Special Education	8.0	17.4%	10.8%	9.7%
Other	4.3	9.3%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: NORTH OAKS MIDDLE

Campus Number: 220902044

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**72%**	53%	80%	69%	-	71%	*	100%	38%	*	74%	68%	65%	73%
	2022	70%	70%	**61%**	42%	62%	58%	*	100%	-	*	25%	*	66%	49%	58%	58%
At Meets Grade Level or Above	2023	52%	55%	**50%**	37%	53%	50%	-	57%	*	60%	15%	*	54%	43%	40%	51%
	2022	43%	42%	**27%**	4%	26%	37%	*	56%	-	*	10%	*	33%	14%	25%	23%
At Masters Grade Level	2023	22%	23%	**22%**	20%	27%	17%	-	29%	*	0%	8%	*	26%	16%	16%	24%
	2022	23%	23%	**13%**	4%	12%	16%	*	44%	-	*	10%	*	16%	8%	13%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**69%**	60%	78%	59%	-	86%	*	60%	50%	*	70%	68%	63%	78%
	2022	73%	78%	**64%**	50%	68%	63%	*	78%	-	*	30%	*	69%	53%	60%	74%
At Meets Grade Level or Above	2023	40%	42%	**21%**	17%	22%	22%	-	29%	*	20%	7%	*	24%	18%	18%	22%
	2022	39%	42%	**20%**	4%	19%	34%	*	33%	-	*	10%	*	25%	12%	19%	19%
At Masters Grade Level	2023	16%	15%	**3%**	0%	2%	5%	-	7%	*	0%	0%	*	5%	0%	3%	3%
	2022	16%	16%	**6%**	4%	0%	16%	*	33%	-	*	5%	*	8%	4%	4%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**83%**	78%	84%	79%	-	100%	*	*	41%	*	87%	76%	82%	78%
	2022	80%	81%	**76%**	71%	79%	73%	-	83%	-	*	22%	60%	78%	73%	73%	81%
At Meets Grade Level or Above	2023	55%	58%	**60%**	52%	61%	61%	-	83%	*	*	24%	*	61%	59%	58%	61%
	2022	56%	57%	**44%**	50%	35%	46%	-	58%	-	*	0%	20%	46%	41%	44%	49%
At Masters Grade Level	2023	27%	28%	**23%**	4%	20%	30%	-	58%	*	*	12%	*	24%	20%	19%	20%
	2022	37%	37%	**24%**	29%	18%	24%	-	42%	-	*	0%	0%	26%	22%	20%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**58%**	43%	59%	58%	-	92%	*	*	18%	*	62%	51%	55%	63%
	2022	61%	71%	**62%**	43%	63%	70%	-	92%	-	*	17%	80%	65%	58%	60%	77%
At Meets Grade Level or Above	2023	37%	47%	**24%**	4%	23%	24%	-	67%	*	*	6%	*	24%	24%	22%	27%
	2022	31%	45%	**29%**	14%	28%	32%	-	67%	-	*	0%	40%	31%	27%	25%	34%
At Masters Grade Level	2023	11%	18%	**5%**	0%	1%	6%	-	42%	*	*	6%	*	6%	4%	4%	7%
	2022	13%	22%	**9%**	2%	6%	11%	-	50%	-	*	0%	0%	11%	6%	6%	11%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**76%**	68%	79%	68%	-	93%	-	*	40%	20%	75%	78%	71%	70%
	2022	83%	82%	**75%**	67%	73%	73%	-	89%	*	89%	38%	*	79%	67%	75%	73%
At Meets Grade Level or Above	2023	58%	58%	**39%**	41%	34%	39%	-	57%	-	*	0%	0%	44%	31%	34%	36%
	2022	58%	55%	**41%**	41%	31%	35%	-	79%	*	67%	0%	*	46%	31%	38%	38%
At Masters Grade Level	2023	28%	27%	**15%**	10%	15%	11%	-	43%	-	*	0%	0%	15%	16%	10%	14%
	2022	37%	35%	**25%**	15%	14%	27%	-	53%	*	56%	0%	*	28%	19%	23%	19%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**59%**	57%	57%	52%	-	86%	-	*	13%	*	59%	58%	55%	67%
	2022	71%	69%	**56%**	44%	60%	50%	-	88%	*	63%	15%	*	61%	49%	56%	65%
At Meets Grade Level or Above	2023	46%	42%	**13%**	9%	9%	19%	-	29%	-	*	0%	*	11%	16%	12%	12%
	2022	40%	38%	**17%**	0%	23%	14%	-	25%	*	25%	8%	*	18%	16%	17%	12%
At Masters Grade Level	2023	17%	14%	**2%**	0%	2%	0%	-	14%	-	*	0%	*	0%	4%	1%	3%
	2022	14%	14%	**2%**	0%	2%	0%	-	13%	*	0%	0%	*	1%	2%	1%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**68%**	65%	67%	69%	-	86%	-	*	21%	*	70%	65%	61%	64%
	2022	74%	78%	**56%**	56%	49%	56%	-	74%	*	67%	15%	*	63%	42%	57%	43%
At Meets Grade Level or Above	2023	47%	53%	**32%**	18%	30%	42%	-	64%	-	*	7%	*	35%	26%	24%	25%
	2022	45%	46%	**20%**	15%	14%	19%	-	53%	*	22%	0%	*	23%	15%	19%	24%
At Masters Grade Level	2023	17%	20%	**7%**	0%	4%	14%	-	29%	-	*	0%	*	8%	5%	5%	7%
	2022	24%	23%	**6%**	4%	2%	6%	-	16%	*	22%	0%	*	7%	4%	6%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**59%**	38%	64%	58%	-	93%	-	*	7%	*	65%	49%	54%	66%
	2022	61%	58%	**48%**	52%	41%	43%	-	68%	*	67%	0%	*	47%	49%	48%	46%
At Meets Grade Level or Above	2023	33%	35%	**23%**	10%	22%	28%	-	50%	-	*	0%	*	28%	14%	17%	18%
	2022	31%	27%	**19%**	7%	7%	24%	-	47%	*	44%	0%	*	20%	16%	18%	14%
At Masters Grade Level	2023	16%	17%	**8%**	5%	3%	11%	-	36%	-	*	0%	*	9%	7%	4%	7%
	2022	18%	15%	**8%**	4%	3%	8%	-	26%	*	11%	0%	*	8%	7%	8%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	100%	100%	100%	-	100%	-	-	-	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	100%	100%	100%	-	100%	-	*	-	*	100%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**84%**	60%	93%	90%	-	71%	-	-	-	*	80%	100%	79%	73%
	2022	43%	45%	**73%**	64%	58%	81%	-	82%	-	*	-	*	78%	50%	71%	82%
At Masters Grade Level	2023	23%	25%	**46%**	20%	53%	40%	-	57%	-	-	-	*	43%	57%	58%	45%
	2022	27%	27%	**41%**	36%	33%	25%	-	73%	-	*	-	*	46%	20%	41%	55%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**69%**	58%	72%	66%	-	89%	*	79%	29%	70%	71%	65%	64%	71%
	2022	74%	76%	**64%**	56%	63%	62%	*	84%	*	73%	21%	58%	68%	57%	62%	67%
At Meets Grade Level or Above	2023	49%	53%	**35%**	24%	34%	38%	-	56%	*	38%	8%	41%	37%	30%	29%	33%
	2022	48%	50%	**29%**	22%	24%	32%	*	58%	*	42%	4%	27%	33%	23%	28%	30%
At Masters Grade Level	2023	20%	22%	**12%**	5%	10%	13%	-	34%	*	9%	3%	19%	13%	10%	9%	12%
	2022	23%	24%	**13%**	10%	8%	14%	*	38%	*	21%	2%	8%	15%	10%	12%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**77%**	66%	82%	72%	-	88%	*	100%	40%	50%	79%	74%	73%	74%
	2022	75%	76%	**71%**	62%	71%	68%	*	90%	*	87%	27%	60%	74%	64%	69%	71%
At Meets Grade Level or Above	2023	53%	56%	**49%**	43%	50%	50%	-	65%	*	46%	13%	40%	53%	44%	44%	49%
	2022	53%	53%	**37%**	35%	30%	39%	*	68%	*	60%	4%	20%	41%	30%	36%	37%
At Masters Grade Level	2023	20%	21%	**20%**	12%	20%	19%	-	43%	*	15%	7%	20%	21%	17%	15%	19%
	2022	25%	25%	**21%**	18%	15%	23%	*	48%	*	40%	4%	10%	23%	17%	19%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**65%**	57%	66%	61%	-	90%	*	69%	26%	89%	67%	61%	60%	72%
	2022	72%	75%	**65%**	52%	66%	66%	*	90%	*	67%	22%	60%	70%	56%	63%	76%
At Meets Grade Level or Above	2023	45%	46%	**25%**	13%	24%	28%	-	48%	*	31%	4%	44%	26%	22%	21%	25%
	2022	42%	44%	**28%**	15%	25%	34%	*	55%	*	33%	6%	30%	32%	21%	26%	28%
At Masters Grade Level	2023	19%	18%	**7%**	1%	5%	7%	-	28%	*	0%	2%	11%	8%	5%	6%	8%
	2022	20%	21%	**10%**	6%	4%	11%	*	45%	*	7%	2%	0%	12%	5%	8%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**68%**	65%	67%	69%	-	86%	-	*	21%	*	70%	65%	61%	64%
	2022	76%	78%	**56%**	56%	49%	56%	-	74%	*	67%	15%	*	63%	42%	57%	43%
At Meets Grade Level or Above	2023	47%	54%	**32%**	18%	30%	42%	-	64%	-	*	7%	*	35%	26%	24%	25%
	2022	47%	51%	**20%**	15%	14%	19%	-	53%	*	22%	0%	*	23%	15%	19%	24%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**7%**	0%	4%	14%	-	29%	-	*	0%	*	8%	5%	5%	7%
	2022	21%	24%	**6%**	4%	2%	6%	-	16%	*	22%	0%	*	7%	4%	6%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**59%**	38%	64%	58%	-	93%	-	*	7%	*	65%	49%	54%	66%
	2022	75%	75%	**48%**	52%	41%	43%	-	68%	*	67%	0%	*	47%	49%	48%	46%
At Meets Grade Level or Above	2023	52%	57%	**23%**	10%	22%	28%	-	50%	-	*	0%	*	28%	14%	17%	18%
	2022	50%	50%	**19%**	7%	7%	24%	-	47%	*	44%	0%	*	20%	16%	18%	14%
At Masters Grade Level	2023	27%	31%	**8%**	5%	3%	11%	-	36%	-	*	0%	*	9%	7%	4%	7%
	2022	30%	32%	**8%**	4%	3%	8%	-	26%	*	11%	0%	*	8%	7%	8%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**20%**	17%	22%	19%	-	29%	*	20%	8%	*	23%	16%	17%	19%
	2022	31%	31%	**13%**	4%	9%	26%	*	33%	-	*	5%	*	15%	10%	13%	14%
Reading and Mathematics Including EOC	2023	35%	37%	**20%**	17%	22%	19%	-	29%	*	20%	8%	*	23%	16%	17%	19%
	2022	31%	31%	**13%**	4%	9%	26%	*	33%	-	*	5%	*	15%	10%	13%	14%
Reading Including EOC	2023	52%	55%	**50%**	37%	53%	50%	-	57%	*	60%	15%	*	54%	43%	40%	51%
	2022	43%	42%	**27%**	4%	26%	37%	*	56%	-	*	10%	*	33%	14%	25%	23%
Math Including EOC	2023	40%	42%	**22%**	17%	24%	22%	-	29%	*	20%	7%	*	25%	18%	18%	22%
	2022	40%	42%	**20%**	4%	19%	34%	*	33%	-	*	10%	*	25%	12%	19%	19%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**22%**	4%	21%	21%	-	67%	*	*	6%	*	21%	24%	21%	24%
	2022	32%	39%	**24%**	14%	21%	24%	-	58%	-	*	0%	20%	25%	22%	22%	26%
Reading and Mathematics Including EOC	2023	38%	41%	**22%**	4%	21%	21%	-	67%	*	*	6%	*	21%	24%	21%	24%
	2022	33%	39%	**24%**	14%	21%	24%	-	58%	-	*	0%	20%	25%	22%	22%	26%
Reading Including EOC	2023	55%	58%	**60%**	52%	61%	61%	-	83%	*	*	24%	*	61%	59%	58%	61%
	2022	56%	57%	**44%**	50%	35%	46%	-	58%	-	*	0%	20%	46%	41%	44%	49%
Math Including EOC	2023	43%	47%	**23%**	4%	22%	24%	-	67%	*	*	6%	*	23%	24%	22%	27%
	2022	37%	45%	**29%**	14%	28%	32%	-	67%	-	*	0%	40%	31%	27%	25%	34%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**9%**	9%	9%	7%	-	14%	-	*	0%	*	9%	10%	9%	9%
	2022	27%	26%	**13%**	0%	13%	14%	-	25%	*	25%	0%	*	13%	13%	11%	8%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**22%**	15%	23%	19%	-	43%	-	*	0%	*	23%	19%	15%	20%
	2022	41%	42%	**26%**	26%	17%	24%	-	58%	*	33%	0%	*	30%	17%	24%	22%
Reading Including EOC	2023	58%	58%	**39%**	41%	34%	39%	-	57%	-	*	0%	0%	44%	31%	34%	36%
	2022	58%	55%	**41%**	41%	31%	35%	-	79%	*	67%	0%	*	46%	31%	38%	38%
Math Including EOC	2023	51%	57%	**29%**	15%	26%	38%	-	50%	-	*	0%	*	30%	26%	23%	27%
	2022	48%	52%	**34%**	26%	31%	35%	-	58%	*	33%	8%	*	40%	22%	33%	32%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**17%**	10%	17%	17%	-	39%	*	23%	4%	14%	18%	17%	16%	18%
	2022	34%	35%	**17%**	9%	14%	22%	*	41%	*	29%	2%	11%	18%	16%	16%	17%
Reading and Mathematics Including EOC	2023	39%	41%	**22%**	13%	22%	20%	-	45%	*	23%	4%	11%	23%	20%	18%	21%
	2022	36%	38%	**21%**	15%	15%	25%	*	53%	*	33%	2%	20%	24%	17%	20%	20%
Reading Including EOC	2023	53%	56%	**49%**	43%	50%	50%	-	65%	*	46%	13%	40%	53%	44%	44%	49%
	2022	53%	54%	**37%**	35%	30%	39%	*	68%	*	60%	4%	20%	41%	30%	36%	37%
Math Including EOC	2023	47%	48%	**25%**	13%	24%	28%	-	48%	*	31%	4%	44%	26%	22%	21%	25%
	2022	43%	46%	**28%**	15%	25%	34%	*	55%	*	33%	6%	30%	32%	21%	26%	28%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**45%**	44%	48%	42%	-	54%	*	40%	35%	*	48%	42%	38%	44%
Grade 6 Mathematics	2023	54%	56%	**34%**	34%	28%	39%	-	39%	*	30%	39%	*	29%	41%	35%	21%
Grade 7 ELA/Reading	2023	71%	76%	**81%**	86%	80%	80%	-	83%	*	*	47%	*	83%	76%	82%	76%
Grade 7 Mathematics	2023	56%	63%	**51%**	45%	52%	41%	-	83%	*	*	47%	*	51%	50%	51%	50%
Grade 8 ELA/Reading	2023	63%	62%	**52%**	46%	53%	43%	-	81%	-	*	47%	40%	54%	46%	50%	48%
Grade 8 Mathematics	2023	74%	74%	**56%**	68%	48%	56%	-	67%	-	*	40%	*	54%	60%	56%	59%
End of Course Algebra I	2023	76%	74%	**77%**	50%	87%	85%	-	64%	-	-	-	*	75%	86%	84%	68%
All Grades Both Subjects	2023	64%	65%	**55%**	53%	56%	51%	-	67%	*	54%	43%	61%	56%	53%	54%	51%
All Grades ELA/Reading	2023	63%	65%	**60%**	56%	63%	54%	-	72%	*	63%	43%	60%	63%	55%	58%	56%
All Grades Mathematics	2023	66%	66%	**50%**	51%	48%	48%	-	62%	*	46%	42%	61%	49%	52%	50%	46%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**14%**	0%	38%	0%	-	*	-	-	17%	-	13%	17%	11%	25%
Grade 6 Mathematics	2023	35%	35%	**29%**	40%	30%	20%	-	*	-	*	14%	-	21%	44%	32%	29%
Grade 7 ELA/Reading	2023	39%	45%	**52%**	64%	48%	46%	-	*	*	*	17%	*	61%	31%	51%	33%
Grade 7 Mathematics	2023	22%	23%	**20%**	20%	21%	17%	-	*	*	*	8%	-	24%	11%	20%	22%
Grade 8 ELA/Reading	2023	39%	40%	**27%**	15%	38%	20%	-	*	-	-	27%	*	25%	31%	24%	18%
Grade 8 Mathematics	2023	49%	48%	**32%**	41%	32%	23%	-	*	-	-	7%	-	29%	38%	27%	33%
All Grades Both Subjects	2023	38%	40%	**31%**	33%	35%	24%	-	33%	*	*	15%	*	32%	29%	29%	27%
All Grades ELA/Reading	2023	35%	39%	**36%**	31%	43%	29%	-	33%	*	*	21%	*	40%	29%	34%	26%
All Grades Mathematics	2023	40%	41%	**27%**	35%	27%	20%	-	33%	*	*	9%	-	26%	29%	26%	29%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**69%**	-	-	-	-	-	-	67%	-	67%	-	-	68%	67%	100%
	2022	74%	76%	**64%**	62%	-	-	-	62%	-	60%	62%	59%	-	-	62%	60%	92%
At Meets Grade Level or Above	2023	49%	53%	**35%**	-	-	-	-	-	-	27%	-	27%	-	-	35%	27%	71%
	2022	48%	50%	**29%**	12%	-	-	-	12%	-	21%	15%	22%	-	-	28%	20%	64%
At Masters Grade Level	2023	20%	22%	**12%**	-	-	-	-	-	-	7%	-	7%	-	-	11%	7%	39%
	2022	23%	24%	**13%**	3%	-	-	-	3%	-	9%	8%	9%	-	-	12%	8%	37%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**77%**	-	-	-	-	-	-	70%	-	70%	-	-	78%	70%	100%
	2022	75%	76%	**71%**	47%	-	-	-	47%	-	68%	62%	69%	-	-	70%	64%	97%
At Meets Grade Level or Above	2023	53%	56%	**49%**	-	-	-	-	-	-	44%	-	44%	-	-	49%	44%	80%
	2022	53%	53%	**37%**	18%	-	-	-	18%	-	30%	15%	32%	-	-	36%	28%	76%
At Masters Grade Level	2023	20%	21%	**20%**	-	-	-	-	-	-	12%	-	12%	-	-	19%	12%	65%
	2022	25%	25%	**21%**	6%	-	-	-	6%	-	14%	8%	15%	-	-	21%	13%	47%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**65%**	-	-	-	-	-	-	69%	-	69%	-	-	62%	69%	100%
	2022	72%	75%	**65%**	76%	-	-	-	76%	-	70%	62%	72%	-	-	61%	71%	94%
At Meets Grade Level or Above	2023	45%	46%	**25%**	-	-	-	-	-	-	19%	-	19%	-	-	24%	19%	70%
	2022	42%	44%	**28%**	6%	-	-	-	6%	-	19%	15%	20%	-	-	27%	17%	76%
At Masters Grade Level	2023	19%	18%	**7%**	-	-	-	-	-	-	5%	-	5%	-	-	6%	5%	35%
	2022	20%	21%	**10%**	0%	-	-	-	0%	-	7%	8%	7%	-	-	8%	6%	44%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**68%**	-	-	-	-	-	-	57%	-	57%	-	-	68%	57%	100%
	2022	76%	78%	**56%**	-	-	-	-	-	-	24%	-	24%	-	-	57%	24%	89%
At Meets Grade Level or Above	2023	47%	54%	**32%**	-	-	-	-	-	-	16%	-	16%	-	-	34%	16%	62%
	2022	47%	51%	**20%**	-	-	-	-	-	-	12%	-	12%	-	-	17%	12%	56%
At Masters Grade Level	2023	18%	23%	**7%**	-	-	-	-	-	-	3%	-	3%	-	-	7%	3%	23%
	2022	21%	24%	**6%**	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	22%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**59%**	-	-	-	-	-	-	59%	-	59%	-	-	55%	59%	100%
	2022	75%	75%	**48%**	-	-	-	-	-	-	32%	-	32%	-	-	46%	32%	83%
At Meets Grade Level or Above	2023	52%	57%	**23%**	-	-	-	-	-	-	5%	-	5%	-	-	24%	5%	69%
	2022	50%	50%	**19%**	-	-	-	-	-	-	8%	-	8%	-	-	20%	8%	28%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NORTH OAKS MIDDLE (220902044) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**8%**	-	-	-	-	-	-	3%	-	3%	-	-	9%	3%	23%
	2022	30%	32%	**8%**	-	-	-	-	-	-	4%	-	4%	-	-	7%	4%	17%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**55%**	-	-	-	-	-	-	48%	-	48%	-	-	56%	48%	76%
All Grades ELA/Reading	2023	63%	65%	**60%**	-	-	-	-	-	-	52%	-	52%	-	-	61%	52%	83%
All Grades Mathematics	2023	66%	66%	**50%**	-	-	-	-	-	-	43%	-	43%	-	-	50%	43%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**31%**	-	-	-	-	-	-	26%	-	26%	-	-	32%	26%	*
All Grades ELA/Reading	2023	35%	39%	**36%**	-	-	-	-	-	-	26%	-	26%	-	-	40%	26%	-
All Grades Mathematics	2023	40%	41%	**27%**	-	-	-	-	-	-	26%	-	26%	-	-	27%	26%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	98%	-	100%	*	100%	98%	95%	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	89%	91%	90%	-	93%	*	81%	89%	63%	96%	81%	92%	89%
Not Included in Accountability: Mobile	4%	4%	**8%**	11%	7%	8%	-	0%	*	14%	8%	33%	2%	16%	5%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	2%	0%	-	7%	*	5%	0%	0%	1%	2%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	2%	-	0%	*	0%	2%	5%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	2%	-	0%	*	0%	2%	5%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	98%	-	100%	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**90%**	88%	92%	89%	-	93%	*	81%	88%	67%	97%	80%	92%	88%
Not Included in Accountability: Mobile	4%	4%	**8%**	12%	7%	9%	-	0%	*	13%	10%	33%	2%	17%	6%	7%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	1%	0%	-	7%	*	6%	0%	0%	1%	2%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	2%	-	0%	*	0%	2%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	2%	-	0%	*	0%	2%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**90%**	88%	91%	91%	-	93%	*	81%	92%	64%	97%	80%	93%	88%
Not Included in Accountability: Mobile	5%	4%	**8%**	12%	8%	9%	-	0%	*	13%	8%	36%	2%	17%	5%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	7%	*	6%	0%	0%	1%	2%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	100%	95%	-	100%	-	100%	94%	86%	98%	100%	99%	100%
Included in Accountability	93%	93%	**91%**	93%	91%	88%	-	93%	-	80%	88%	57%	94%	85%	91%	90%
Not Included in Accountability: Mobile	4%	4%	**7%**	7%	6%	7%	-	0%	-	20%	6%	29%	3%	13%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	3%	0%	-	7%	-	0%	0%	0%	2%	1%	2%	6%
Not Tested	1%	1%	**1%**	0%	0%	5%	-	0%	-	0%	6%	14%	2%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	0%	5%	-	0%	-	0%	6%	14%	2%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	100%	95%	-	100%	-	100%	94%	86%	98%	100%	99%	100%
Included in Accountability	94%	95%	**91%**	93%	91%	88%	-	93%	-	80%	88%	57%	94%	85%	91%	90%
Not Included in Accountability: Mobile	4%	3%	**7%**	7%	6%	7%	-	0%	-	20%	6%	29%	3%	13%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	0%	-	7%	-	0%	0%	0%	2%	1%	2%	6%
Not Tested	1%	1%	**1%**	0%	0%	5%	-	0%	-	0%	6%	14%	2%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	5%	-	0%	-	0%	6%	14%	2%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	100%	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**90%**	82%	92%	93%	*	91%	40%	89%	91%	72%	96%	80%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**9%**	18%	5%	5%	*	9%	60%	11%	7%	28%	3%	17%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	1%	2%	0%	*	0%	0%	0%	1%	0%	0%	2%	0%	4%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	0%	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	0%	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**89%**	82%	92%	93%	*	87%	*	83%	91%	77%	96%	80%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**9%**	17%	5%	5%	*	13%	*	17%	7%	23%	4%	17%	6%	7%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	1%	2%	0%	*	0%	*	0%	2%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**90%**	82%	92%	94%	*	87%	*	83%	93%	77%	95%	80%	93%	89%
Not Included in Accountability: Mobile	5%	5%	**9%**	17%	5%	5%	*	13%	*	17%	7%	23%	4%	17%	6%	7%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	2%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	1%	1%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	100%	98%	-	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	95%	**90%**	79%	91%	93%	-	100%	*	100%	93%	60%	97%	79%	93%	90%
Not Included in Accountability: Mobile	4%	4%	**8%**	21%	6%	5%	-	0%	*	0%	7%	40%	2%	19%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	0%	*	0%	0%	0%	0%	3%	0%	5%
Not Tested	2%	1%	**1%**	0%	0%	2%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	2%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	100%	98%	96%	-	100%	*	100%	93%	100%	98%	99%	99%	100%
Included in Accountability	94%	96%	**90%**	79%	91%	91%	-	100%	*	100%	86%	60%	97%	79%	93%	90%
Not Included in Accountability: Mobile	4%	3%	**8%**	21%	5%	5%	-	0%	*	0%	7%	40%	2%	17%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	0%	*	0%	0%	0%	0%	3%	0%	5%
Not Tested	2%	1%	**2%**	0%	2%	4%	-	0%	*	0%	7%	0%	2%	1%	1%	0%
Absent	1%	1%	**1%**	0%	2%	2%	-	0%	*	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	**1%**	0%	0%	2%	-	0%	*	0%	7%	0%	1%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**91.5%**	92.3%	92.1%	89.0%	-	96.0%	*	89.4%	91.5%	91.0%	93.8%
2020-21	95.0%	95.7%	**97.9%**	98.1%	97.9%	97.6%	*	98.9%	*	97.4%	97.3%	97.8%	98.3%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**33.9%**	32.3%	32.3%	43.5%	-	4.4%	*	50.0%	35.8%	35.7%	24.4%
2020-21	15.0%	12.4%	**2.7%**	2.4%	2.9%	2.6%	*	2.0%	*	4.5%	6.2%	3.6%	1.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**0.7%**	1.0%	1.3%	0.0%	-	0.0%	*	0.0%	0.0%	0.7%	0.0%
2020-21	0.9%	0.8%	**0.2%**	0.0%	0.6%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	1.4%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	507	100.0%	22,581	5,504,150	507	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	149	29.4%	7.4%	7.3%	149	29.4%	7.4%	7.2%
Grade 7	170	33.5%	7.4%	7.4%	170	33.5%	7.4%	7.4%
Grade 8	188	37.1%	7.9%	7.7%	188	37.1%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	114	22.5%	9.8%	12.8%	114	22.5%	9.8%	12.8%
Hispanic	215	42.4%	45.6%	53.0%	215	42.4%	45.6%	52.9%
White	118	23.3%	35.3%	25.6%	118	23.3%	35.4%	25.7%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	44	8.7%	4.5%	5.1%	44	8.7%	4.5%	5.1%
Pacific Islander	2	0.4%	0.5%	0.2%	2	0.4%	0.5%	0.2%
Two or More Races	13	2.6%	3.9%	3.0%	13	2.6%	3.9%	3.0%
Sex:								
Female	235	46.4%	48.4%	48.8%	235	46.4%	48.3%	48.8%
Male	272	53.6%	51.6%	51.2%	272	53.6%	51.7%	51.2%
Economically Disadvantaged	374	73.8%	63.5%	62.1%	374	73.8%	63.4%	62.0%
Non-Educationally Disadvantaged	133	26.2%	36.5%	37.9%	133	26.2%	36.6%	38.0%
Section 504 Students	62	12.2%	9.6%	7.4%	62	12.2%	9.5%	7.4%
EB Students/EL	121	23.9%	25.0%	23.1%	121	23.9%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	11	1.8%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	52	10.3%	7.8%	5.5%	52	10.3%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	4	0.8%	0.8%	1.3%	4	0.8%	0.8%	1.3%
Immigrant	11	2.2%	2.0%	2.2%	11	2.2%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	507	100.0%	54.1%	64.6%	507	100.0%	54.1%	64.6%
Military Connected	3	0.6%	0.7%	3.6%	3	0.6%	0.7%	3.6%
At-Risk	350	69.0%	64.3%	53.3%	350	69.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	121	23.9%	24.8%	23.2%	121	23.9%	24.8%	23.2%
Career and Technical Education	196	38.7%	29.9%	26.5%	196	38.7%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	23	4.5%	7.0%	8.2%	23	4.5%	7.0%	8.2%
Special Education	53	10.5%	12.6%	12.6%	53	10.5%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	53							
By Type of Primary Disability Students with Intellectual Disabilities	29	54.7%	40.4%	44.1%				
Students with Physical Disabilities	5	9.4%	23.7%	20.0%				
Students with Autism	7	13.2%	18.0%	15.5%				
Students with Behavioral Disabilities	12	22.6%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	118	19.3%	14.4%	16.8%				
By Ethnicity: African American	41	6.7%	2.6%	3.3%				
Hispanic	38	6.2%	6.0%	8.7%				
White	26	4.3%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	6	1.0%	0.4%	0.7%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	5	0.8%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	17	24.6%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	26	19.7%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	90	20.1%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	71	20.0%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.2%	0.4%	0.0%	1.3%	0.5%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	16.2	19.5	19.2
Secondary:			
English/Language Arts	13.0	16.1	16.2
Foreign Languages	17.2	20.8	18.8
Mathematics	15.8	18.8	17.5
Science	14.4	17.2	18.5
Social Studies	14.4	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
NORTH OAKS MIDDLE (220902044) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	55.9	100.0%	100.0%	100.0%
Professional Staff:	50.9	91.0%	67.6%	64.1%
Teachers	39.6	70.8%	50.4%	48.7%
Professional Support	8.3	14.9%	11.7%	10.9%
Campus Administration (School Leadership)	3.0	5.4%	3.2%	3.3%
Educational Aides:	5.0	9.0%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	13.8	24.6%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.7	4.3%	5.0%	11.8%
Hispanic	6.5	16.4%	16.0%	29.6%
White	27.4	69.2%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	2.5%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	3.0	7.6%	1.5%	1.2%
Teachers by Sex:				
Males	16.5	41.7%	23.2%	24.4%
Females	23.1	58.3%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	28.2	71.2%	72.1%	72.2%
Masters	10.4	26.3%	26.5%	25.0%
Doctorate	1.0	2.5%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.1	15.4%	9.5%	9.7%
1-5 Years Experience	9.0	22.7%	23.2%	26.3%
6-10 Years Experience	9.7	24.4%	22.7%	20.5%
11-20 Years Experience	11.4	28.7%	27.9%	27.2%
21-30 Years Experience	3.0	7.6%	13.5%	13.3%
Over 30 Years Experience	0.5	1.3%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.7	6.1
Average Years Experience of Principals with District	7.0	6.7	5.3
Average Years Experience of Assistant Principals	6.0	6.4	5.2
Average Years Experience of Assistant Principals with District	4.0	5.1	4.4
Average Years Experience of Teachers:	9.4	11.5	11.0
Average Years Experience of Teachers with District:	6.0	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,781	$59,919	$53,300
1-5 Years Experience	$59,475	$60,212	$56,516
6-10 Years Experience	$60,905	$61,624	$59,732
11-20 Years Experience	$63,341	$64,485	$63,389
21-30 Years Experience	$67,620	$69,454	$67,876
Over 30 Years Experience	$75,338	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,643	$63,500	$60,717
Professional Support	$67,679	$76,823	$72,022
Campus Administration (School Leadership)	$87,210	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	7.0%	5.9%
Career and Technical Education	2.2	5.6%	4.9%	5.4%
Compensatory Education	1.9	4.9%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	26.1	65.9%	63.5%	70.6%
Special Education	2.9	7.2%	10.8%	9.7%
Other	6.0	15.2%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: WATAUGA MIDDLE

Campus Number: 220902045

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	63%	75%	84%	*	87%	*	71%	56%	*	77%	80%	74%	68%
	2022	70%	70%	**64%**	64%	58%	72%	*	70%	*	*	31%	57%	64%	64%	62%	61%
At Meets Grade Level or Above	2023	52%	55%	**58%**	50%	54%	65%	*	60%	*	57%	35%	*	58%	60%	53%	54%
	2022	43%	42%	**36%**	21%	29%	43%	*	60%	*	*	19%	57%	38%	30%	31%	36%
At Masters Grade Level	2023	22%	23%	**23%**	13%	23%	23%	*	27%	*	29%	9%	*	25%	18%	19%	25%
	2022	23%	23%	**20%**	14%	12%	28%	*	40%	*	*	12%	43%	22%	14%	14%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**70%**	50%	70%	74%	*	80%	*	57%	56%	*	68%	78%	65%	66%
	2022	73%	78%	**70%**	57%	66%	78%	*	80%	*	*	58%	57%	71%	66%	64%	70%
At Meets Grade Level or Above	2023	40%	42%	**29%**	13%	18%	42%	*	33%	*	43%	26%	*	30%	28%	21%	24%
	2022	39%	42%	**31%**	14%	22%	41%	*	60%	*	*	15%	43%	33%	25%	26%	30%
At Masters Grade Level	2023	16%	15%	**8%**	0%	4%	11%	*	20%	*	14%	15%	*	9%	3%	5%	12%
	2022	16%	16%	**9%**	0%	9%	9%	*	20%	*	*	4%	14%	10%	5%	6%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**81%**	85%	73%	89%	*	100%	*	*	40%	*	80%	83%	78%	84%
	2022	80%	81%	**75%**	41%	79%	74%	-	93%	*	*	59%	*	81%	61%	74%	76%
At Meets Grade Level or Above	2023	55%	58%	**61%**	54%	47%	77%	*	86%	*	*	20%	*	63%	53%	54%	63%
	2022	56%	57%	**51%**	41%	43%	62%	-	73%	*	*	48%	*	56%	39%	47%	47%
At Masters Grade Level	2023	27%	28%	**37%**	38%	25%	47%	*	57%	*	*	8%	*	40%	28%	31%	34%
	2022	37%	37%	**25%**	18%	20%	30%	-	47%	*	*	19%	*	27%	20%	22%	26%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**70%**	69%	55%	87%	*	100%	*	*	33%	*	72%	64%	64%	66%
	2022	61%	71%	**66%**	41%	62%	70%	-	93%	*	*	56%	*	70%	56%	67%	62%
At Meets Grade Level or Above	2023	37%	47%	**43%**	23%	27%	65%	*	57%	*	*	17%	*	44%	39%	34%	38%
	2022	31%	45%	**36%**	29%	28%	44%	-	67%	*	*	37%	*	41%	25%	33%	29%
At Masters Grade Level	2023	11%	18%	**10%**	0%	6%	15%	*	14%	*	*	13%	*	8%	14%	6%	10%
	2022	13%	22%	**12%**	6%	7%	19%	-	20%	*	*	15%	*	15%	3%	9%	9%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**79%**	85%	74%	83%	-	92%	*	*	50%	80%	82%	71%	77%	71%
	2022	83%	82%	**78%**	68%	81%	74%	*	100%	*	86%	36%	*	82%	70%	79%	75%
At Meets Grade Level or Above	2023	58%	58%	**48%**	38%	39%	57%	-	83%	*	*	32%	60%	51%	38%	43%	47%
	2022	58%	55%	**52%**	47%	52%	52%	*	80%	*	50%	27%	*	56%	42%	55%	43%
At Masters Grade Level	2023	28%	27%	**18%**	15%	16%	22%	-	17%	*	*	5%	0%	20%	11%	18%	19%
	2022	37%	35%	**32%**	26%	29%	33%	*	70%	*	43%	18%	*	34%	26%	31%	23%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**66%**	50%	57%	81%	-	71%	*	*	45%	*	74%	45%	57%	51%
	2022	71%	69%	**71%**	57%	74%	76%	*	*	*	44%	50%	*	74%	63%	73%	66%
At Meets Grade Level or Above	2023	46%	42%	**40%**	30%	36%	40%	-	71%	*	*	25%	*	43%	32%	35%	27%
	2022	40%	38%	**36%**	50%	32%	41%	*	*	*	22%	30%	*	35%	37%	37%	27%
At Masters Grade Level	2023	17%	14%	**11%**	10%	7%	16%	-	29%	*	*	5%	*	12%	8%	7%	5%
	2022	14%	14%	**16%**	14%	13%	22%	*	*	*	11%	20%	*	13%	23%	17%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**74%**	62%	69%	79%	-	92%	*	*	59%	60%	77%	64%	69%	66%
	2022	74%	78%	**72%**	68%	71%	74%	*	100%	*	71%	41%	*	75%	65%	74%	65%
At Meets Grade Level or Above	2023	47%	53%	**45%**	38%	39%	54%	-	58%	*	*	32%	40%	49%	33%	39%	45%
	2022	45%	46%	**33%**	32%	25%	40%	*	90%	*	50%	32%	*	36%	27%	29%	23%
At Masters Grade Level	2023	17%	20%	**9%**	0%	10%	11%	-	8%	*	*	5%	20%	11%	4%	8%	5%
	2022	24%	23%	**12%**	11%	8%	16%	*	50%	*	7%	14%	*	15%	3%	9%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**65%**	62%	59%	71%	-	83%	*	*	45%	80%	70%	51%	61%	60%
	2022	61%	58%	**59%**	63%	54%	60%	*	100%	*	64%	41%	*	59%	58%	58%	49%
At Meets Grade Level or Above	2023	33%	35%	**32%**	8%	28%	40%	-	58%	*	*	23%	40%	36%	20%	26%	33%
	2022	31%	27%	**31%**	37%	26%	34%	*	70%	*	21%	27%	*	33%	26%	29%	25%
At Masters Grade Level	2023	16%	17%	**15%**	8%	14%	14%	-	25%	*	*	9%	20%	17%	7%	12%	10%
	2022	18%	15%	**20%**	21%	17%	24%	*	50%	*	14%	14%	*	25%	9%	17%	13%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	*	100%	100%	-	100%	*	-	*	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	100%	100%	100%	-	100%	-	100%	*	-	100%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**100%**	*	100%	100%	-	100%	*	-	*	*	100%	100%	100%	100%
	2022	43%	45%	**85%**	80%	88%	75%	-	89%	-	80%	*	-	89%	64%	89%	88%
At Masters Grade Level	2023	23%	25%	**89%**	*	78%	95%	-	100%	*	-	*	*	90%	88%	88%	88%
	2022	27%	27%	**58%**	60%	55%	50%	-	67%	-	80%	*	-	58%	57%	59%	71%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**74%**	68%	68%	81%	100%	88%	60%	79%	49%	76%	76%	68%	69%	68%
	2022	74%	76%	**71%**	59%	70%	73%	40%	92%	33%	74%	47%	61%	73%	64%	70%	67%
At Meets Grade Level or Above	2023	49%	53%	**46%**	34%	38%	57%	100%	63%	35%	50%	27%	53%	48%	39%	40%	44%
	2022	48%	50%	**40%**	36%	35%	46%	30%	73%	17%	42%	30%	44%	43%	32%	38%	35%
At Masters Grade Level	2023	20%	22%	**19%**	14%	15%	23%	63%	27%	20%	18%	9%	29%	20%	13%	16%	18%
	2022	23%	24%	**20%**	16%	17%	23%	10%	44%	0%	27%	15%	19%	23%	14%	18%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**79%**	79%	74%	85%	*	91%	43%	87%	49%	75%	80%	78%	76%	74%
	2022	75%	76%	**73%**	58%	74%	74%	*	89%	40%	84%	43%	57%	76%	65%	72%	71%
At Meets Grade Level or Above	2023	53%	56%	**56%**	47%	47%	66%	*	74%	43%	60%	30%	67%	57%	50%	50%	55%
	2022	53%	53%	**47%**	38%	43%	53%	*	71%	20%	53%	32%	50%	51%	38%	45%	42%
At Masters Grade Level	2023	20%	21%	**26%**	24%	21%	29%	*	29%	29%	33%	7%	33%	28%	18%	23%	26%
	2022	25%	25%	**26%**	20%	21%	30%	*	51%	0%	47%	16%	29%	28%	20%	23%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**72%**	62%	63%	82%	*	85%	57%	73%	48%	83%	73%	65%	66%	66%
	2022	72%	75%	**72%**	56%	71%	76%	*	91%	40%	74%	56%	64%	75%	64%	71%	70%
At Meets Grade Level or Above	2023	45%	46%	**42%**	29%	32%	54%	*	56%	29%	60%	25%	50%	43%	37%	35%	36%
	2022	42%	44%	**40%**	36%	35%	44%	*	71%	20%	42%	29%	43%	43%	32%	38%	35%
At Masters Grade Level	2023	19%	18%	**16%**	12%	10%	22%	*	32%	14%	13%	13%	33%	17%	13%	13%	17%
	2022	20%	21%	**17%**	12%	15%	19%	*	34%	0%	32%	15%	14%	19%	14%	16%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**74%**	62%	69%	79%	-	92%	*	*	59%	60%	77%	64%	69%	66%
	2022	76%	78%	**72%**	68%	71%	74%	*	100%	*	71%	41%	*	75%	65%	74%	65%
At Meets Grade Level or Above	2023	47%	54%	**45%**	38%	39%	54%	-	58%	*	*	32%	40%	49%	33%	39%	45%
	2022	47%	51%	**33%**	32%	25%	40%	*	90%	*	50%	32%	*	36%	27%	29%	23%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**9%**	0%	10%	11%	-	8%	*	*	5%	20%	11%	4%	8%	5%
	2022	21%	24%	**12%**	11%	8%	16%	*	50%	*	7%	14%	*	15%	3%	9%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**65%**	62%	59%	71%	-	83%	*	*	45%	80%	70%	51%	61%	60%
	2022	75%	75%	**59%**	63%	54%	60%	*	100%	*	64%	41%	*	59%	58%	58%	49%
At Meets Grade Level or Above	2023	52%	57%	**32%**	8%	28%	40%	-	58%	*	*	23%	40%	36%	20%	26%	33%
	2022	50%	50%	**31%**	37%	26%	34%	*	70%	*	21%	27%	*	33%	26%	29%	25%
At Masters Grade Level	2023	27%	31%	**15%**	8%	14%	14%	-	25%	*	*	9%	20%	17%	7%	12%	10%
	2022	30%	32%	**20%**	21%	17%	24%	*	50%	*	14%	14%	*	25%	9%	17%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**27%**	13%	18%	37%	*	33%	*	29%	24%	*	27%	25%	18%	24%
	2022	31%	31%	**21%**	7%	14%	28%	*	60%	*	*	12%	43%	22%	18%	16%	22%
Reading and Mathematics Including EOC	2023	35%	37%	**27%**	13%	18%	37%	*	33%	*	29%	24%	*	27%	25%	18%	24%
	2022	31%	31%	**21%**	7%	14%	28%	*	60%	*	*	12%	43%	22%	18%	16%	22%
Reading Including EOC	2023	52%	55%	**58%**	50%	54%	65%	*	60%	*	57%	35%	*	58%	60%	53%	54%
	2022	43%	42%	**36%**	21%	29%	43%	*	60%	*	*	19%	57%	38%	30%	31%	36%
Math Including EOC	2023	40%	42%	**29%**	13%	18%	42%	*	33%	*	43%	26%	*	30%	28%	21%	24%
	2022	40%	42%	**31%**	14%	22%	41%	*	60%	*	*	15%	43%	33%	25%	26%	30%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**40%**	23%	24%	64%	*	57%	*	*	17%	*	41%	39%	31%	36%
	2022	32%	39%	**31%**	29%	20%	41%	-	60%	*	*	37%	*	37%	16%	27%	24%
Reading and Mathematics Including EOC	2023	38%	41%	**40%**	23%	24%	64%	*	57%	*	*	17%	*	41%	39%	31%	36%
	2022	33%	39%	**31%**	29%	21%	41%	-	60%	*	*	37%	*	37%	16%	27%	24%
Reading Including EOC	2023	55%	58%	**61%**	54%	47%	77%	*	86%	*	*	20%	*	63%	53%	54%	63%
	2022	56%	57%	**51%**	41%	43%	62%	-	73%	*	*	48%	*	56%	39%	47%	47%
Math Including EOC	2023	43%	47%	**43%**	23%	27%	65%	*	57%	*	*	17%	*	44%	39%	34%	38%
	2022	37%	45%	**36%**	29%	29%	44%	-	67%	*	*	37%	*	41%	25%	33%	29%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**27%**	20%	22%	28%	-	71%	*	*	25%	*	28%	24%	23%	20%
	2022	27%	26%	**25%**	43%	19%	33%	*	*	*	22%	20%	*	24%	27%	27%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**43%**	31%	37%	48%	-	83%	*	*	27%	40%	46%	36%	39%	43%
	2022	41%	42%	**41%**	47%	38%	40%	*	80%	*	43%	27%	*	44%	33%	43%	33%
Reading Including EOC	2023	58%	58%	**48%**	38%	39%	57%	-	83%	*	*	32%	60%	51%	38%	43%	47%
	2022	58%	55%	**52%**	47%	52%	52%	*	80%	*	50%	27%	*	56%	42%	55%	43%
Math Including EOC	2023	51%	57%	**55%**	46%	49%	59%	-	83%	*	*	32%	40%	59%	43%	50%	48%
	2022	48%	52%	**50%**	58%	49%	48%	*	90%	*	43%	36%	*	54%	42%	52%	46%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**31%**	19%	21%	43%	*	48%	17%	40%	22%	45%	32%	29%	24%	27%
	2022	34%	35%	**26%**	27%	18%	34%	*	62%	0%	29%	23%	36%	28%	20%	23%	20%
Reading and Mathematics Including EOC	2023	39%	41%	**36%**	24%	26%	48%	*	56%	29%	40%	23%	50%	37%	33%	29%	34%
	2022	36%	38%	**32%**	30%	26%	37%	*	66%	0%	42%	25%	36%	35%	23%	30%	26%
Reading Including EOC	2023	53%	56%	**56%**	47%	47%	66%	*	74%	43%	60%	30%	67%	57%	50%	50%	55%
	2022	53%	54%	**47%**	38%	43%	53%	*	71%	20%	53%	32%	50%	51%	38%	45%	42%
Math Including EOC	2023	47%	48%	**42%**	29%	32%	54%	*	56%	29%	60%	25%	50%	43%	37%	35%	36%
	2022	43%	46%	**40%**	36%	35%	44%	*	71%	20%	42%	29%	43%	43%	32%	38%	36%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**59%**	63%	58%	57%	*	70%	*	57%	53%	*	59%	58%	55%	56%
Grade 6 Mathematics	2023	54%	56%	**43%**	25%	41%	51%	*	30%	*	43%	62%	*	43%	41%	40%	46%
Grade 7 ELA/Reading	2023	71%	76%	**84%**	88%	76%	91%	*	100%	*	*	50%	*	85%	78%	81%	85%
Grade 7 Mathematics	2023	56%	63%	**61%**	67%	48%	79%	*	64%	*	*	41%	*	64%	52%	54%	48%
Grade 8 ELA/Reading	2023	63%	62%	**58%**	69%	49%	66%	-	63%	*	*	36%	50%	59%	53%	56%	48%
Grade 8 Mathematics	2023	74%	74%	**71%**	75%	69%	67%	-	86%	*	*	61%	*	75%	61%	66%	66%
End of Course Algebra I	2023	76%	74%	**100%**	*	100%	100%	-	100%	-	-	*	*	100%	100%	100%	100%
All Grades Both Subjects	2023	64%	65%	**63%**	68%	58%	69%	88%	66%	58%	64%	52%	75%	64%	58%	60%	60%
All Grades ELA/Reading	2023	63%	65%	**66%**	74%	61%	69%	*	74%	67%	68%	47%	63%	67%	62%	63%	63%
All Grades Mathematics	2023	66%	66%	**60%**	62%	55%	68%	*	59%	50%	61%	56%	88%	62%	54%	56%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**31%**	*	29%	45%	-	*	*	*	21%	*	33%	22%	31%	23%
Grade 6 Mathematics	2023	35%	35%	**24%**	*	29%	27%	-	*	*	*	13%	*	22%	33%	23%	24%
Grade 7 ELA/Reading	2023	39%	45%	**47%**	*	43%	58%	-	*	*	-	19%	-	45%	56%	49%	48%
Grade 7 Mathematics	2023	22%	23%	**35%**	20%	29%	45%	-	*	*	-	11%	-	35%	33%	37%	29%
Grade 8 ELA/Reading	2023	39%	40%	**43%**	67%	37%	44%	-	*	*	*	22%	*	41%	47%	39%	23%
Grade 8 Mathematics	2023	49%	48%	**40%**	29%	29%	63%	-	*	*	*	10%	*	50%	19%	29%	29%
All Grades Both Subjects	2023	38%	40%	**37%**	31%	33%	48%	-	44%	29%	*	16%	43%	38%	34%	35%	30%
All Grades ELA/Reading	2023	35%	39%	**41%**	46%	37%	49%	-	50%	*	*	20%	*	40%	43%	41%	32%
All Grades Mathematics	2023	40%	41%	**33%**	19%	29%	47%	-	*	*	*	11%	*	36%	26%	30%	27%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**74%**	-	-	-	-	-	-	63%	-	63%	-	*	77%	63%	99%
	2022	74%	76%	**71%**	60%	-	-	-	60%	-	62%	50%	63%	-	72%	72%	62%	98%
At Meets Grade Level or Above	2023	49%	53%	**46%**	-	-	-	-	-	-	36%	-	36%	-	*	47%	35%	89%
	2022	48%	50%	**40%**	31%	-	-	-	31%	-	28%	18%	29%	-	39%	42%	29%	75%
At Masters Grade Level	2023	20%	22%	**19%**	-	-	-	-	-	-	12%	-	12%	-	*	19%	12%	52%
	2022	23%	24%	**20%**	10%	-	-	-	10%	-	12%	4%	12%	-	22%	21%	12%	48%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**79%**	-	-	-	-	-	-	70%	-	70%	-	*	82%	70%	100%
	2022	75%	76%	**73%**	58%	-	-	-	58%	-	68%	36%	71%	-	80%	73%	67%	100%
At Meets Grade Level or Above	2023	53%	56%	**56%**	-	-	-	-	-	-	48%	-	48%	-	*	56%	47%	97%
	2022	53%	53%	**47%**	29%	-	-	-	29%	-	34%	21%	36%	-	60%	48%	34%	93%
At Masters Grade Level	2023	20%	21%	**26%**	-	-	-	-	-	-	18%	-	18%	-	*	25%	17%	76%
	2022	25%	25%	**26%**	13%	-	-	-	13%	-	15%	7%	16%	-	20%	27%	15%	71%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**72%**	-	-	-	-	-	-	61%	-	61%	-	*	74%	61%	97%
	2022	72%	75%	**72%**	63%	-	-	-	63%	-	65%	64%	65%	-	80%	72%	65%	100%
At Meets Grade Level or Above	2023	45%	46%	**42%**	-	-	-	-	-	-	29%	-	29%	-	*	45%	29%	79%
	2022	42%	44%	**40%**	33%	-	-	-	33%	-	29%	14%	31%	-	60%	41%	31%	76%
At Masters Grade Level	2023	19%	18%	**16%**	-	-	-	-	-	-	11%	-	11%	-	*	16%	11%	52%
	2022	20%	21%	**17%**	8%	-	-	-	8%	-	12%	0%	13%	-	60%	17%	13%	38%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**74%**	-	-	-	-	-	-	57%	-	57%	-	*	78%	58%	100%
	2022	76%	78%	**72%**	-	-	-	-	-	-	60%	-	60%	-	*	73%	61%	100%
At Meets Grade Level or Above	2023	47%	54%	**45%**	-	-	-	-	-	-	34%	-	34%	-	*	44%	33%	100%
	2022	47%	51%	**33%**	-	-	-	-	-	-	19%	-	19%	-	*	37%	19%	52%
At Masters Grade Level	2023	18%	23%	**9%**	-	-	-	-	-	-	0%	-	0%	-	*	11%	0%	25%
	2022	21%	24%	**12%**	-	-	-	-	-	-	6%	-	6%	-	*	13%	6%	24%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**65%**	-	-	-	-	-	-	53%	-	53%	-	*	67%	52%	100%
	2022	75%	75%	**59%**	-	-	-	-	-	-	44%	-	44%	-	*	62%	44%	86%
At Meets Grade Level or Above	2023	52%	57%	**32%**	-	-	-	-	-	-	21%	-	21%	-	*	31%	21%	83%
	2022	50%	50%	**31%**	-	-	-	-	-	-	22%	-	22%	-	*	32%	21%	57%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WATAUGA MIDDLE (220902045) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**15%**	-	-	-	-	-	-	9%	-	9%	-	*	16%	8%	25%
	2022	30%	32%	**20%**	-	-	-	-	-	-	10%	-	10%	-	*	22%	10%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**63%**	-	-	-	-	-	-	56%	-	56%	-	*	65%	56%	83%
All Grades ELA/Reading	2023	63%	65%	**66%**	-	-	-	-	-	-	59%	-	59%	-	*	67%	59%	86%
All Grades Mathematics	2023	66%	66%	**60%**	-	-	-	-	-	-	52%	-	52%	-	*	63%	52%	79%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**37%**	-	-	-	-	-	-	30%	-	30%	-	*	42%	30%	-
All Grades ELA/Reading	2023	35%	39%	**41%**	-	-	-	-	-	-	32%	-	32%	-	-	47%	32%	-
All Grades Mathematics	2023	40%	41%	**33%**	-	-	-	-	-	-	28%	-	28%	-	*	38%	27%	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	92%	**95%**	98%	94%	96%	100%	94%	100%	95%	98%	68%	97%	87%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	2%	4%	3%	0%	0%	0%	5%	1%	32%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	1%	1%	0%	6%	0%	0%	1%	0%	1%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	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%**	100%	99%	99%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**95%**	97%	94%	96%	*	92%	100%	94%	98%	67%	97%	87%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	3%	4%	3%	*	0%	0%	6%	1%	33%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	1%	1%	*	8%	0%	0%	1%	0%	1%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	100%	100%	99%	100%	100%	100%	100%	99%
Included in Accountability	94%	93%	**95%**	97%	95%	96%	*	92%	100%	94%	96%	67%	97%	88%	96%	94%
Not Included in Accountability: Mobile	5%	4%	**3%**	3%	4%	3%	*	0%	0%	6%	1%	33%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	1%	*	8%	0%	0%	1%	0%	1%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	0%	0%	1%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	0%	1%	*	0%	0%	0%	1%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**98%**	100%	97%	100%	-	100%	*	*	100%	100%	99%	96%	98%	98%
Included in Accountability	93%	93%	**94%**	100%	92%	95%	-	100%	*	*	100%	71%	97%	87%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	4%	3%	-	0%	*	*	0%	29%	1%	8%	3%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	1%	2%	-	0%	*	*	0%	0%	1%	2%	1%	3%
Not Tested	1%	1%	**2%**	0%	3%	0%	-	0%	*	*	0%	0%	1%	4%	2%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	0%	3%	0%	-	0%	*	*	0%	0%	1%	4%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	100%	97%	100%	-	100%	*	*	100%	100%	99%	96%	98%	98%
Included in Accountability	94%	95%	**94%**	100%	92%	95%	-	100%	*	*	100%	71%	97%	87%	94%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	4%	3%	-	0%	*	*	0%	29%	1%	8%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	2%	-	0%	*	*	0%	0%	1%	2%	1%	3%
Not Tested	1%	1%	**2%**	0%	3%	0%	-	0%	*	*	0%	0%	1%	4%	2%	2%
Absent	1%	1%	**2%**	0%	3%	0%	-	0%	*	*	0%	0%	1%	4%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	90%	97%	98%	100%	100%	100%	89%	92%	90%	98%	93%	96%	97%
Not Included in Accountability: Mobile	5%	4%	**3%**	10%	2%	2%	0%	0%	0%	11%	7%	10%	2%	7%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	89%	96%	98%	*	100%	100%	86%	94%	88%	97%	92%	96%	96%
Not Included in Accountability: Mobile	5%	4%	**4%**	11%	3%	2%	*	0%	0%	14%	5%	13%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	89%	96%	98%	*	100%	100%	86%	94%	88%	98%	92%	96%	96%
Not Included in Accountability: Mobile	5%	5%	**3%**	11%	3%	2%	*	0%	0%	14%	5%	13%	2%	7%	3%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**97%**	90%	98%	98%	*	100%	*	93%	88%	*	99%	93%	97%	99%
Not Included in Accountability: Mobile	4%	4%	**3%**	10%	1%	2%	*	0%	*	7%	12%	*	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	*	0%	1%	1%	1%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	90%	98%	98%	*	100%	*	93%	88%	*	99%	93%	97%	99%
Not Included in Accountability: Mobile	4%	3%	**3%**	10%	1%	2%	*	0%	*	7%	12%	*	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	*	0%	1%	1%	1%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.1%**	92.9%	93.0%	93.0%	*	97.6%	90.1%	90.2%	92.0%	92.7%	94.3%
2020-21	95.0%	95.7%	**97.4%**	98.2%	97.2%	97.2%	*	98.9%	*	98.1%	97.0%	97.0%	97.6%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**24.4%**	26.6%	24.2%	26.3%	*	0.0%	42.9%	39.3%	30.3%	26.3%	18.8%
2020-21	15.0%	12.4%	**5.7%**	3.8%	5.1%	8.1%	*	2.9%	0.0%	2.7%	6.0%	6.9%	4.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**0.6%**	2.2%	0.4%	0.7%	*	0.0%	0.0%	0.0%	0.0%	0.8%	0.7%
2020-21	0.9%	0.8%	**2.0%**	2.4%	2.3%	1.3%	*	5.0%	*	0.0%	3.1%	1.8%	2.8%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	608	100.0%	22,581	5,504,150	608	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	218	35.9%	7.4%	7.3%	218	35.9%	7.4%	7.2%
Grade 7	181	29.8%	7.4%	7.4%	181	29.8%	7.4%	7.4%
Grade 8	209	34.4%	7.9%	7.7%	209	34.4%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	36	5.9%	9.8%	12.8%	36	5.9%	9.8%	12.8%
Hispanic	289	47.5%	45.6%	53.0%	289	47.5%	45.6%	52.9%
White	214	35.2%	35.3%	25.6%	214	35.2%	35.4%	25.7%
American Indian	4	0.7%	0.4%	0.3%	4	0.7%	0.4%	0.3%
Asian	42	6.9%	4.5%	5.1%	42	6.9%	4.5%	5.1%
Pacific Islander	7	1.2%	0.5%	0.2%	7	1.2%	0.5%	0.2%
Two or More Races	16	2.6%	3.9%	3.0%	16	2.6%	3.9%	3.0%
Sex:								
Female	281	46.2%	48.4%	48.8%	281	46.2%	48.3%	48.8%
Male	327	53.8%	51.6%	51.2%	327	53.8%	51.7%	51.2%
Economically Disadvantaged	430	70.7%	63.5%	62.1%	430	70.7%	63.4%	62.0%
Non-Educationally Disadvantaged	178	29.3%	36.5%	37.9%	178	29.3%	36.6%	38.0%
Section 504 Students	92	15.1%	9.6%	7.4%	92	15.1%	9.5%	7.4%
EB Students/EL	179	29.4%	25.0%	23.1%	179	29.4%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	12	1.7%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	86	14.1%	7.8%	5.5%	86	14.1%	7.8%	5.5%
Foster Care	4	0.7%	0.2%	0.2%	4	0.7%	0.2%	0.2%
Homeless	4	0.7%	0.8%	1.3%	4	0.7%	0.8%	1.3%
Immigrant	9	1.5%	2.0%	2.2%	9	1.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	608	100.0%	54.1%	64.6%	608	100.0%	54.1%	64.6%
Military Connected	3	0.5%	0.7%	3.6%	3	0.5%	0.7%	3.6%
At-Risk	419	68.9%	64.3%	53.3%	419	68.9%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	178	29.3%	24.8%	23.2%	178	29.3%	24.8%	23.2%
Career and Technical Education	222	36.5%	29.9%	26.5%	222	36.5%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	44	7.2%	7.0%	8.2%	44	7.2%	7.0%	8.2%
Special Education	92	15.1%	12.6%	12.6%	92	15.1%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability Students with Intellectual Disabilities	48	52.2%	40.4%	44.1%				
Students with Physical Disabilities	7	7.6%	23.7%	20.0%				
Students with Autism	17	18.5%	18.0%	15.5%				
Students with Behavioral Disabilities	20	21.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	92	12.8%	14.4%	16.8%				
By Ethnicity: African American	17	2.4%	2.6%	3.3%				
Hispanic	35	4.9%	6.0%	8.7%				
White	26	3.6%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.4%	0.4%	0.7%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	9	1.3%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	17	17.2%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	17	8.2%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	70	13.8%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	76	18.1%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.5%	0.2%	0.4%	6.5%	1.3%	0.5%
Grade 8	0.5%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	17.8	19.5	19.2
Secondary:			
English/Language Arts	11.1	16.1	16.2
Foreign Languages	21.2	20.8	18.8
Mathematics	17.5	18.8	17.5
Science	14.5	17.2	18.5
Social Studies	13.0	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	62.4	100.0%	100.0%	100.0%
Professional Staff:	57.1	91.6%	67.6%	64.1%
Teachers	45.4	72.7%	50.4%	48.7%
Professional Support	7.8	12.5%	11.7%	10.9%
Campus Administration (School Leadership)	4.0	6.4%	3.2%	3.3%
Educational Aides:	5.2	8.4%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	11.6	18.6%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.2	2.6%	5.0%	11.8%
Hispanic	4.2	9.2%	16.0%	29.6%
White	37.5	82.7%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.9	2.0%	0.1%	0.1%
Two or More Races	1.6	3.5%	1.5%	1.2%
Teachers by Sex:				
Males	23.8	52.6%	23.2%	24.4%
Females	21.5	47.4%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	33.6	74.1%	72.1%	72.2%
Masters	10.7	23.6%	26.5%	25.0%
Doctorate	1.0	2.2%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	10.6	23.3%	9.5%	9.7%
1-5 Years Experience	6.4	14.1%	23.2%	26.3%
6-10 Years Experience	9.7	21.4%	22.7%	20.5%
11-20 Years Experience	11.8	25.9%	27.9%	27.2%
21-30 Years Experience	5.9	13.1%	13.5%	13.3%
Over 30 Years Experience	1.0	2.2%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.4	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	7.7	6.1
Average Years Experience of Principals with District	16.0	6.7	5.3
Average Years Experience of Assistant Principals	4.5	6.4	5.2
Average Years Experience of Assistant Principals with District	3.0	5.1	4.4
Average Years Experience of Teachers:	10.1	11.5	11.0
Average Years Experience of Teachers with District:	6.6	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$61,562	$59,919	$53,300
1-5 Years Experience	$59,290	$60,212	$56,516
6-10 Years Experience	$60,803	$61,624	$59,732
11-20 Years Experience	$68,787	$64,485	$63,389
21-30 Years Experience	$67,533	$69,454	$67,876
Over 30 Years Experience	$80,211	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,143	$63,500	$60,717
Professional Support	$68,081	$76,823	$72,022
Campus Administration (School Leadership)	$84,380	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	1.5	3.2%	4.9%	5.4%
Compensatory Education	2.0	4.3%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	32.0	70.6%	63.5%	70.6%
Special Education	4.6	10.0%	10.8%	9.7%
Other	5.3	11.8%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: SMITHFIELD MIDDLE

Campus Number: 220902046

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	School Year	State	District	Campus	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 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**91%**	75%	88%	92%	-	92%	-	100%	45%	100%	92%	87%	84%	85%
	2022	70%	70%	**91%**	72%	85%	92%	*	100%	*	100%	59%	100%	91%	88%	85%	83%
At Meets Grade Level or Above	2023	52%	55%	**71%**	56%	57%	75%	-	92%	-	82%	24%	80%	73%	66%	56%	63%
	2022	43%	42%	**69%**	39%	54%	74%	*	92%	*	90%	30%	83%	71%	65%	60%	52%
At Masters Grade Level	2023	22%	23%	**34%**	25%	20%	38%	-	62%	-	27%	9%	20%	34%	33%	14%	22%
	2022	23%	23%	**44%**	22%	39%	45%	*	69%	*	60%	15%	50%	45%	41%	34%	30%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**93%**	81%	93%	94%	-	92%	-	100%	61%	100%	94%	92%	90%	96%
	2022	73%	78%	**96%**	78%	95%	98%	*	100%	*	100%	78%	100%	97%	94%	93%	91%
At Meets Grade Level or Above	2023	40%	42%	**75%**	81%	62%	79%	-	92%	-	73%	27%	60%	77%	70%	65%	67%
	2022	39%	42%	**77%**	39%	71%	81%	*	100%	*	90%	37%	83%	77%	77%	61%	78%
At Masters Grade Level	2023	16%	15%	**37%**	44%	22%	38%	-	92%	-	27%	6%	60%	36%	40%	20%	33%
	2022	16%	16%	**40%**	0%	37%	43%	*	75%	*	20%	7%	50%	43%	29%	25%	39%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**95%**	92%	93%	95%	*	94%	*	89%	75%	100%	95%	94%	89%	92%
	2022	80%	81%	**94%**	88%	88%	96%	-	92%	-	100%	76%	92%	95%	89%	85%	79%
At Meets Grade Level or Above	2023	55%	58%	**78%**	54%	70%	81%	*	88%	*	67%	14%	70%	77%	81%	66%	84%
	2022	56%	57%	**79%**	63%	65%	82%	-	92%	-	100%	44%	75%	80%	72%	64%	71%
At Masters Grade Level	2023	27%	28%	**49%**	31%	40%	51%	*	69%	*	44%	7%	50%	52%	39%	32%	40%
	2022	37%	37%	**58%**	44%	50%	59%	-	62%	-	88%	20%	50%	58%	54%	42%	33%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**95%**	77%	93%	97%	*	93%	*	100%	77%	100%	96%	92%	92%	92%
	2022	61%	71%	**94%**	81%	90%	96%	-	100%	-	100%	72%	92%	96%	88%	86%	88%
At Meets Grade Level or Above	2023	37%	47%	**82%**	54%	76%	84%	*	93%	*	89%	42%	80%	83%	80%	80%	84%
	2022	31%	45%	**84%**	63%	71%	89%	-	92%	-	100%	44%	83%	87%	72%	64%	63%
At Masters Grade Level	2023	11%	18%	**47%**	8%	34%	51%	*	80%	*	33%	12%	40%	50%	38%	35%	52%
	2022	13%	22%	**59%**	44%	45%	62%	-	77%	-	86%	12%	50%	59%	58%	32%	54%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**96%**	85%	91%	99%	-	92%	-	100%	72%	100%	97%	93%	90%	83%
	2022	83%	82%	**94%**	88%	90%	97%	*	92%	-	89%	60%	100%	94%	98%	80%	80%
At Meets Grade Level or Above	2023	58%	58%	**83%**	77%	67%	87%	-	92%	-	100%	44%	100%	85%	78%	72%	63%
	2022	58%	55%	**79%**	56%	67%	83%	*	83%	-	78%	30%	80%	79%	75%	63%	70%
At Masters Grade Level	2023	28%	27%	**58%**	23%	43%	63%	-	69%	-	89%	16%	43%	57%	64%	43%	42%
	2022	37%	35%	**54%**	38%	41%	58%	*	67%	-	44%	10%	0%	54%	52%	27%	30%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**96%**	88%	90%	98%	-	*	-	*	79%	100%	95%	97%	90%	93%
	2022	71%	69%	**96%**	92%	94%	98%	*	100%	-	86%	75%	100%	97%	93%	88%	100%
At Meets Grade Level or Above	2023	46%	42%	**85%**	88%	73%	89%	-	*	-	*	54%	100%	87%	79%	77%	53%
	2022	40%	38%	**83%**	75%	85%	85%	*	83%	-	57%	40%	100%	84%	79%	71%	88%
At Masters Grade Level	2023	17%	14%	**53%**	13%	38%	60%	-	*	-	*	25%	80%	54%	49%	44%	33%
	2022	14%	14%	**50%**	17%	55%	51%	*	83%	-	43%	20%	60%	51%	48%	45%	75%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**94%**	77%	87%	96%	-	100%	-	100%	72%	100%	96%	85%	87%	83%
	2022	74%	78%	**93%**	81%	88%	95%	*	92%	-	100%	55%	80%	93%	91%	86%	90%
At Meets Grade Level or Above	2023	47%	53%	**77%**	54%	61%	82%	-	85%	-	100%	36%	71%	78%	73%	60%	54%
	2022	45%	46%	**68%**	50%	70%	70%	*	75%	-	44%	25%	20%	68%	70%	38%	80%
At Masters Grade Level	2023	17%	20%	**37%**	15%	26%	38%	-	69%	-	67%	12%	43%	37%	37%	24%	33%
	2022	24%	23%	**45%**	25%	38%	48%	*	67%	-	44%	0%	20%	45%	45%	21%	30%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**86%**	69%	80%	88%	-	85%	-	100%	56%	100%	88%	78%	74%	71%
	2022	61%	58%	**81%**	69%	76%	84%	*	92%	-	67%	40%	60%	81%	84%	62%	70%
At Meets Grade Level or Above	2023	33%	35%	**58%**	54%	43%	60%	-	85%	-	78%	28%	57%	57%	60%	43%	46%
	2022	31%	27%	**50%**	38%	38%	52%	*	75%	-	67%	10%	20%	47%	64%	21%	20%
At Masters Grade Level	2023	16%	17%	**34%**	15%	20%	36%	-	54%	-	67%	12%	43%	34%	33%	22%	25%
	2022	18%	15%	**34%**	31%	22%	36%	*	50%	-	33%	5%	20%	31%	50%	16%	20%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	*	100%	100%	-	100%	-	100%	*	*	100%	100%	100%	100%
	2022	76%	78%	**100%**	*	100%	100%	*	100%	-	*	-	-	100%	100%	100%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**100%**	*	100%	100%	-	100%	-	100%	*	*	100%	100%	100%	100%
	2022	43%	45%	**100%**	*	100%	100%	*	100%	-	*	-	-	100%	100%	100%	*
At Masters Grade Level	2023	23%	25%	**96%**	*	93%	95%	-	100%	-	100%	*	*	95%	100%	94%	100%
	2022	27%	27%	**100%**	*	100%	100%	*	100%	-	*	-	-	100%	100%	100%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**93%**	81%	89%	95%	*	94%	*	99%	66%	100%	95%	90%	87%	88%
	2022	74%	76%	**93%**	81%	89%	95%	90%	96%	*	93%	65%	91%	93%	91%	84%	85%
At Meets Grade Level or Above	2023	49%	53%	**77%**	65%	64%	80%	*	91%	*	86%	33%	78%	78%	74%	65%	67%
	2022	48%	50%	**75%**	53%	66%	78%	90%	88%	*	79%	33%	71%	75%	73%	56%	66%
At Masters Grade Level	2023	20%	22%	**46%**	26%	32%	49%	*	74%	*	54%	12%	48%	47%	43%	30%	38%
	2022	23%	24%	**51%**	30%	43%	53%	70%	70%	*	53%	11%	41%	51%	49%	32%	40%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**94%**	83%	90%	96%	*	93%	*	97%	63%	100%	95%	91%	87%	87%
	2022	75%	76%	**93%**	82%	88%	95%	*	95%	*	96%	65%	96%	94%	91%	83%	81%
At Meets Grade Level or Above	2023	53%	56%	**77%**	62%	64%	81%	*	90%	*	83%	27%	82%	78%	75%	64%	70%
	2022	53%	53%	**76%**	52%	63%	80%	*	89%	*	89%	35%	78%	77%	70%	62%	63%
At Masters Grade Level	2023	20%	21%	**47%**	26%	33%	51%	*	67%	*	52%	10%	41%	48%	45%	29%	34%
	2022	25%	25%	**52%**	34%	44%	54%	*	66%	*	63%	15%	39%	53%	49%	35%	32%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**95%**	83%	93%	97%	*	95%	*	100%	71%	100%	96%	94%	91%	95%
	2022	72%	75%	**96%**	84%	94%	97%	*	100%	*	96%	75%	96%	97%	92%	90%	91%
At Meets Grade Level or Above	2023	45%	46%	**83%**	76%	72%	86%	*	95%	*	86%	40%	82%	85%	79%	75%	74%
	2022	42%	44%	**84%**	60%	78%	87%	*	95%	*	85%	40%	87%	86%	78%	67%	74%
At Masters Grade Level	2023	19%	18%	**52%**	32%	36%	56%	*	88%	*	48%	13%	59%	54%	47%	36%	47%
	2022	20%	21%	**57%**	26%	52%	60%	*	82%	*	52%	13%	52%	59%	49%	36%	53%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**94%**	77%	87%	96%	-	100%	-	100%	72%	100%	96%	85%	87%	83%
	2022	76%	78%	**93%**	81%	88%	95%	*	92%	-	100%	55%	80%	93%	91%	86%	90%
At Meets Grade Level or Above	2023	47%	54%	**77%**	54%	61%	82%	-	85%	-	100%	36%	71%	78%	73%	60%	54%
	2022	47%	51%	**68%**	50%	70%	70%	*	75%	-	44%	25%	20%	68%	70%	38%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**37%**	15%	26%	38%	-	69%	-	67%	12%	43%	37%	37%	24%	33%
	2022	21%	24%	**45%**	25%	38%	48%	*	67%	-	44%	0%	20%	45%	45%	21%	30%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**86%**	69%	80%	88%	-	85%	-	100%	56%	100%	88%	78%	74%	71%
	2022	75%	75%	**81%**	69%	76%	84%	*	92%	-	67%	40%	60%	81%	84%	62%	70%
At Meets Grade Level or Above	2023	52%	57%	**58%**	54%	43%	60%	-	85%	-	78%	28%	57%	57%	60%	43%	46%
	2022	50%	50%	**50%**	38%	38%	52%	*	75%	-	67%	10%	20%	47%	64%	21%	20%
At Masters Grade Level	2023	27%	31%	**34%**	15%	20%	36%	-	54%	-	67%	12%	43%	34%	33%	22%	25%
	2022	30%	32%	**34%**	31%	22%	36%	*	50%	-	33%	5%	20%	31%	50%	16%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**66%**	56%	47%	70%	-	92%	-	73%	21%	40%	67%	61%	54%	59%
	2022	31%	31%	**62%**	33%	46%	65%	*	92%	*	90%	22%	83%	64%	56%	51%	48%
Reading and Mathematics Including EOC	2023	35%	37%	**66%**	56%	47%	70%	-	92%	-	73%	21%	40%	67%	61%	54%	59%
	2022	31%	31%	**62%**	33%	46%	65%	*	92%	*	90%	22%	83%	64%	56%	51%	48%
Reading Including EOC	2023	52%	55%	**71%**	56%	57%	75%	-	92%	-	82%	24%	80%	73%	66%	56%	63%
	2022	43%	42%	**69%**	39%	54%	74%	*	92%	*	90%	30%	83%	71%	65%	60%	52%
Math Including EOC	2023	40%	42%	**76%**	81%	63%	79%	-	92%	-	73%	27%	60%	77%	70%	65%	67%
	2022	40%	42%	**78%**	39%	71%	81%	*	100%	*	90%	37%	83%	78%	77%	61%	78%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**71%**	38%	65%	73%	*	87%	*	67%	12%	70%	70%	73%	63%	84%
	2022	32%	39%	**72%**	50%	49%	78%	-	92%	-	100%	32%	67%	75%	62%	50%	54%
Reading and Mathematics Including EOC	2023	38%	41%	**71%**	38%	65%	74%	*	88%	*	67%	12%	70%	70%	74%	63%	84%
	2022	33%	39%	**72%**	50%	50%	78%	-	92%	-	100%	32%	67%	75%	63%	51%	54%
Reading Including EOC	2023	55%	58%	**78%**	54%	70%	81%	*	88%	*	67%	14%	70%	77%	81%	66%	84%
	2022	56%	57%	**79%**	63%	65%	82%	-	92%	-	100%	44%	75%	80%	71%	64%	71%
Math Including EOC	2023	43%	47%	**82%**	54%	75%	84%	*	94%	*	89%	42%	80%	83%	80%	80%	84%
	2022	37%	45%	**84%**	63%	71%	88%	-	92%	-	100%	44%	83%	87%	71%	64%	63%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**68%**	75%	50%	73%	-	*	-	*	33%	100%	69%	64%	55%	33%
	2022	27%	26%	**61%**	42%	58%	65%	*	67%	-	43%	20%	80%	62%	55%	49%	63%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**81%**	83%	63%	85%	-	92%	-	100%	32%	100%	83%	75%	66%	58%
	2022	41%	42%	**75%**	56%	66%	80%	*	83%	-	56%	20%	80%	76%	70%	57%	70%
Reading Including EOC	2023	58%	58%	**83%**	77%	67%	87%	-	92%	-	100%	44%	100%	85%	78%	72%	63%
	2022	58%	55%	**79%**	56%	67%	83%	*	83%	-	78%	30%	80%	79%	75%	63%	70%
Math Including EOC	2023	51%	57%	**92%**	92%	80%	94%	-	100%	-	100%	56%	100%	93%	86%	82%	71%
	2022	48%	52%	**90%**	81%	90%	92%	*	92%	-	67%	40%	100%	91%	86%	76%	90%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**68%**	54%	53%	72%	*	88%	*	74%	22%	70%	69%	66%	57%	63%
	2022	34%	35%	**66%**	41%	50%	70%	*	87%	*	79%	25%	74%	68%	58%	50%	53%
Reading and Mathematics Including EOC	2023	39%	41%	**73%**	59%	58%	77%	*	90%	*	79%	21%	73%	74%	70%	61%	67%
	2022	36%	38%	**70%**	46%	55%	74%	*	89%	*	81%	25%	74%	72%	62%	53%	54%
Reading Including EOC	2023	53%	56%	**77%**	62%	64%	81%	*	90%	*	83%	27%	82%	78%	75%	64%	70%
	2022	53%	54%	**76%**	52%	63%	80%	*	89%	*	89%	35%	78%	77%	70%	62%	63%
Math Including EOC	2023	47%	48%	**83%**	76%	72%	86%	*	95%	*	86%	40%	82%	85%	79%	75%	74%
	2022	43%	46%	**84%**	60%	78%	87%	*	95%	*	85%	40%	87%	86%	78%	67%	74%

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

Texas Education Agency
2022-23 Progress (TAPR)
SMITHFIELD MIDDLE (220902046) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**55%**	40%	57%	57%	-	62%	-	36%	40%	60%	55%	56%	36%	44%
Grade 6 Mathematics	2023	54%	56%	**86%**	93%	81%	85%	-	100%	-	95%	77%	80%	87%	84%	84%	93%
Grade 7 ELA/Reading	2023	71%	76%	**80%**	85%	81%	80%	*	84%	*	56%	54%	70%	81%	79%	73%	80%
Grade 7 Mathematics	2023	56%	63%	**81%**	69%	76%	82%	*	93%	*	89%	71%	67%	81%	83%	81%	88%
Grade 8 ELA/Reading	2023	63%	62%	**82%**	67%	68%	85%	-	100%	-	89%	52%	71%	81%	87%	77%	74%
Grade 8 Mathematics	2023	74%	74%	**91%**	86%	86%	94%	-	*	-	*	82%	100%	90%	93%	88%	96%
End of Course Algebra I	2023	76%	74%	**98%**	*	100%	98%	-	100%	-	100%	*	*	98%	100%	100%	100%
All Grades Both Subjects	2023	64%	65%	**80%**	73%	75%	81%	*	90%	*	75%	62%	74%	80%	81%	73%	79%
All Grades ELA/Reading	2023	63%	65%	**73%**	63%	67%	75%	*	82%	*	59%	48%	68%	72%	74%	61%	65%
All Grades Mathematics	2023	66%	66%	**87%**	85%	83%	88%	*	98%	*	91%	77%	81%	87%	88%	85%	93%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**25%**	*	25%	33%	-	*	-	-	18%	-	31%	*	22%	40%
Grade 6 Mathematics	2023	35%	35%	**48%**	*	56%	54%	-	*	-	-	42%	-	47%	50%	62%	*
Grade 7 ELA/Reading	2023	39%	45%	**65%**	*	67%	71%	-	*	-	*	50%	*	72%	50%	50%	*
Grade 7 Mathematics	2023	22%	23%	**30%**	*	*	*	-	*	-	-	43%	-	33%	*	*	*
Grade 8 ELA/Reading	2023	39%	40%	**61%**	*	67%	83%	-	*	-	-	17%	-	64%	57%	50%	50%
Grade 8 Mathematics	2023	49%	48%	**68%**	*	63%	75%	-	-	-	-	50%	-	50%	89%	58%	*
All Grades Both Subjects	2023	38%	40%	**52%**	31%	56%	60%	-	0%	-	*	36%	*	51%	53%	48%	52%
All Grades ELA/Reading	2023	35%	39%	**52%**	38%	52%	62%	-	*	-	*	29%	*	56%	42%	42%	47%
All Grades Mathematics	2023	40%	41%	**52%**	25%	60%	58%	-	*	-	-	44%	-	46%	63%	55%	60%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**93%**	-	-	-	-	-	-	84%	-	84%	-	100%	94%	85%	98%
	2022	74%	76%	**93%**	-	-	-	-	-	-	80%	67%	81%	-	80%	93%	80%	87%
At Meets Grade Level or Above	2023	49%	53%	**77%**	-	-	-	-	-	-	62%	-	62%	-	33%	78%	61%	92%
	2022	48%	50%	**75%**	-	-	-	-	-	-	57%	50%	57%	-	60%	75%	57%	82%
At Masters Grade Level	2023	20%	22%	**46%**	-	-	-	-	-	-	31%	-	31%	-	33%	47%	31%	70%
	2022	23%	24%	**51%**	-	-	-	-	-	-	26%	17%	27%	-	20%	52%	25%	73%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**94%**	-	-	-	-	-	-	83%	-	83%	-	*	95%	84%	100%
	2022	75%	76%	**93%**	-	-	-	-	-	-	74%	*	78%	-	80%	94%	75%	90%
At Meets Grade Level or Above	2023	53%	56%	**77%**	-	-	-	-	-	-	67%	-	67%	-	*	78%	65%	94%
	2022	53%	53%	**76%**	-	-	-	-	-	-	54%	*	56%	-	40%	77%	52%	90%
At Masters Grade Level	2023	20%	21%	**47%**	-	-	-	-	-	-	28%	-	28%	-	*	48%	29%	69%
	2022	25%	25%	**52%**	-	-	-	-	-	-	18%	*	19%	-	20%	53%	18%	70%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**95%**	-	-	-	-	-	-	93%	-	93%	-	*	96%	94%	100%
	2022	72%	75%	**96%**	-	-	-	-	-	-	90%	*	89%	-	80%	96%	89%	95%
At Meets Grade Level or Above	2023	45%	46%	**83%**	-	-	-	-	-	-	72%	-	72%	-	*	84%	70%	94%
	2022	42%	44%	**84%**	-	-	-	-	-	-	67%	*	67%	-	80%	85%	68%	84%
At Masters Grade Level	2023	19%	18%	**52%**	-	-	-	-	-	-	42%	-	42%	-	*	53%	41%	76%
	2022	20%	21%	**57%**	-	-	-	-	-	-	44%	*	44%	-	20%	58%	41%	84%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**94%**	-	-	-	-	-	-	76%	-	76%	-	-	95%	76%	100%
	2022	76%	78%	**93%**	-	-	-	-	-	-	86%	-	86%	-	-	94%	86%	75%
At Meets Grade Level or Above	2023	47%	54%	**77%**	-	-	-	-	-	-	41%	-	41%	-	-	79%	41%	90%
	2022	47%	51%	**68%**	-	-	-	-	-	-	71%	-	71%	-	-	68%	71%	75%
At Masters Grade Level	2023	18%	23%	**37%**	-	-	-	-	-	-	18%	-	18%	-	-	37%	18%	80%
	2022	21%	24%	**45%**	-	-	-	-	-	-	0%	-	0%	-	-	46%	0%	75%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**86%**	-	-	-	-	-	-	65%	-	65%	-	-	87%	65%	90%
	2022	75%	75%	**81%**	-	-	-	-	-	-	57%	-	57%	-	-	82%	57%	75%
At Meets Grade Level or Above	2023	52%	57%	**58%**	-	-	-	-	-	-	29%	-	29%	-	-	59%	29%	90%
	2022	50%	50%	**50%**	-	-	-	-	-	-	0%	-	0%	-	-	51%	0%	63%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SMITHFIELD MIDDLE (220902046) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**34%**	-	-	-	-	-	-	12%	-	12%	-	-	34%	12%	50%
	2022	30%	32%	**34%**	-	-	-	-	-	-	0%	-	0%	-	-	34%	0%	50%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**80%**	-	-	-	-	-	-	78%	-	78%	-	75%	80%	78%	88%
All Grades ELA/Reading	2023	63%	65%	**73%**	-	-	-	-	-	-	62%	-	62%	-	*	73%	63%	81%
All Grades Mathematics	2023	66%	66%	**87%**	-	-	-	-	-	-	94%	-	94%	-	*	87%	93%	94%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**52%**	-	-	-	-	-	-	50%	-	50%	-	*	52%	52%	-
All Grades ELA/Reading	2023	35%	39%	**52%**	-	-	-	-	-	-	43%	-	43%	-	*	53%	47%	-
All Grades Mathematics	2023	40%	41%	**52%**	-	-	-	-	-	-	60%	-	60%	-	-	50%	60%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	93%	92%	**96%**	89%	95%	98%	*	95%	*	95%	95%	100%	98%	91%	96%	96%
Not Included in Accountability: Mobile	4%	4%	**3%**	10%	4%	2%	*	3%	*	5%	3%	0%	1%	9%	3%	1%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	0%	0%	0%	*	2%	*	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	1%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	1%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	92%	91%	**97%**	93%	96%	98%	*	95%	*	97%	96%	100%	98%	92%	96%	96%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	4%	2%	*	2%	*	3%	3%	0%	1%	7%	3%	1%
Not Included in Accountability: Other Exclusions	3%	5%	**0%**	0%	0%	0%	*	2%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	98%	100%	*	100%	*	100%	98%	100%	99%	99%	98%	100%
Included in Accountability	94%	93%	**97%**	91%	94%	98%	*	95%	*	97%	94%	100%	98%	92%	95%	96%
Not Included in Accountability: Mobile	5%	4%	**3%**	7%	4%	2%	*	2%	*	3%	3%	0%	1%	7%	3%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	2%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**1%**	2%	2%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	0%
Absent	1%	0%	**1%**	2%	2%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	81%	96%	97%	-	93%	-	90%	96%	100%	99%	87%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**4%**	19%	4%	2%	-	7%	-	10%	4%	0%	1%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	81%	96%	97%	-	93%	-	90%	96%	100%	98%	87%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**4%**	19%	4%	2%	-	7%	-	10%	4%	0%	1%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	97%	95%	98%	100%	93%	*	86%	94%	82%	98%	89%	94%	88%
Not Included in Accountability: Mobile	5%	4%	**3%**	3%	5%	2%	0%	2%	*	14%	6%	18%	2%	10%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	6%	*	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	98%	95%	97%	*	93%	*	84%	95%	85%	99%	89%	95%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	2%	5%	3%	*	2%	*	16%	5%	15%	1%	10%	4%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	5%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	98%	95%	97%	*	93%	*	84%	95%	85%	99%	89%	95%	90%
Not Included in Accountability: Mobile	5%	5%	**3%**	2%	5%	3%	*	2%	*	16%	5%	15%	1%	10%	4%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	5%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	94%	94%	98%	*	92%	-	90%	91%	71%	98%	88%	91%	77%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	6%	2%	*	0%	-	10%	9%	29%	2%	10%	8%	15%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	8%	-	0%	0%	0%	0%	2%	2%	8%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	94%	94%	98%	*	92%	-	90%	91%	71%	98%	88%	91%	77%
Not Included in Accountability: Mobile	4%	3%	**3%**	6%	6%	2%	*	0%	-	10%	9%	29%	2%	10%	8%	15%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	8%	-	0%	0%	0%	0%	2%	2%	8%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**95.0%**	94.9%	94.5%	95.1%	*	96.7%	*	93.7%	93.3%	93.9%	95.6%
2020-21	95.0%	95.7%	**98.2%**	97.8%	97.6%	98.3%	*	98.8%	-	98.7%	96.4%	97.8%	97.6%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**14.8%**	13.0%	19.5%	13.4%	*	9.8%	*	26.7%	27.5%	21.4%	11.1%
2020-21	15.0%	12.4%	**1.9%**	5.4%	3.3%	1.4%	*	0.0%	-	0.0%	8.7%	2.8%	7.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**0.8%**	0.0%	0.8%	1.0%	*	0.0%	-	0.0%	3.4%	1.3%	0.0%
2020-21	0.9%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	821	100.0%	22,581	5,504,150	821	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	270	32.9%	7.4%	7.3%	270	32.9%	7.4%	7.2%
Grade 7	269	32.8%	7.4%	7.4%	269	32.8%	7.4%	7.4%
Grade 8	282	34.3%	7.9%	7.7%	282	34.3%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	45	5.5%	9.8%	12.8%	45	5.5%	9.8%	12.8%
Hispanic	160	19.5%	45.6%	53.0%	160	19.5%	45.6%	52.9%
White	541	65.9%	35.3%	25.6%	541	65.9%	35.4%	25.7%
American Indian	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Asian	44	5.4%	4.5%	5.1%	44	5.4%	4.5%	5.1%
Pacific Islander	1	0.1%	0.5%	0.2%	1	0.1%	0.5%	0.2%
Two or More Races	29	3.5%	3.9%	3.0%	29	3.5%	3.9%	3.0%
Sex:								
Female	403	49.1%	48.4%	48.8%	403	49.1%	48.3%	48.8%
Male	418	50.9%	51.6%	51.2%	418	50.9%	51.7%	51.2%
Economically Disadvantaged	233	28.4%	63.5%	62.1%	233	28.4%	63.4%	62.0%
Non-Educationally Disadvantaged	588	71.6%	36.5%	37.9%	588	71.6%	36.6%	38.0%
Section 504 Students	112	13.6%	9.6%	7.4%	112	13.6%	9.5%	7.4%
EB Students/EL	66	8.0%	25.0%	23.1%	66	8.0%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	7	0.8%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	83	10.1%	7.8%	5.5%	83	10.1%	7.8%	5.5%
Foster Care	2	0.2%	0.2%	0.2%	2	0.2%	0.2%	0.2%
Homeless	3	0.4%	0.8%	1.3%	3	0.4%	0.8%	1.3%
Immigrant	5	0.6%	2.0%	2.2%	5	0.6%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	3	0.4%	54.1%	64.6%	3	0.4%	54.1%	64.6%
Military Connected	13	1.6%	0.7%	3.6%	13	1.6%	0.7%	3.6%
At-Risk	314	38.2%	64.3%	53.3%	314	38.2%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	63	7.7%	24.8%	23.2%	63	7.7%	24.8%	23.2%
Career and Technical Education	333	40.6%	29.9%	26.5%	333	40.6%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	150	18.3%	7.0%	8.2%	150	18.3%	7.0%	8.2%
Special Education	92	11.2%	12.6%	12.6%	92	11.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability Students with Intellectual Disabilities	35	38.0%	40.4%	44.1%				
Students with Physical Disabilities	26	28.3%	23.7%	20.0%				
Students with Autism	11	12.0%	18.0%	15.5%				
Students with Behavioral Disabilities	20	21.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	73	8.4%	14.4%	16.8%				
By Ethnicity: African American	5	0.6%	2.6%	3.3%				
Hispanic	21	2.4%	6.0%	8.7%				
White	42	4.8%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.1%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	0.5%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	15.4%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	14.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	33	14.1%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	46	8.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.8%	0.2%	0.4%	0.0%	1.3%	0.5%
Grade 8	0.8%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	18.7	19.5	19.2
Secondary:			
English/Language Arts	13.8	16.1	16.2
Foreign Languages	22.0	20.8	18.8
Mathematics	19.1	18.8	17.5
Science	19.8	17.2	18.5
Social Studies	18.4	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	71.4	100.0%	100.0%	100.0%
Professional Staff:	63.7	89.2%	67.6%	64.1%
Teachers	51.9	72.7%	50.4%	48.7%
Professional Support	7.8	10.9%	11.7%	10.9%
Campus Administration (School Leadership)	4.0	5.6%	3.2%	3.3%
Educational Aides:	7.7	10.8%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	11.5	16.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.2	2.3%	5.0%	11.8%
Hispanic	5.3	10.2%	16.0%	29.6%
White	44.4	85.6%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	1.9%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	12.0	23.2%	23.2%	24.4%
Females	39.9	76.8%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	41.5	80.0%	72.1%	72.2%
Masters	10.1	19.5%	26.5%	25.0%
Doctorate	0.3	0.5%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.6%	9.5%	9.7%
1-5 Years Experience	10.2	19.7%	23.2%	26.3%
6-10 Years Experience	8.1	15.7%	22.7%	20.5%
11-20 Years Experience	18.5	35.7%	27.9%	27.2%
21-30 Years Experience	7.0	13.5%	13.5%	13.3%
Over 30 Years Experience	3.0	5.8%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.7	6.1
Average Years Experience of Principals with District	1.0	6.7	5.3
Average Years Experience of Assistant Principals	3.0	6.4	5.2
Average Years Experience of Assistant Principals with District	2.5	5.1	4.4
Average Years Experience of Teachers:	12.4	11.5	11.0
Average Years Experience of Teachers with District:	9.2	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,710	$59,919	$53,300
1-5 Years Experience	$62,497	$60,212	$56,516
6-10 Years Experience	$60,881	$61,624	$59,732
11-20 Years Experience	$63,099	$64,485	$63,389
21-30 Years Experience	$67,207	$69,454	$67,876
Over 30 Years Experience	$79,618	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,717	$63,500	$60,717
Professional Support	$74,173	$76,823	$72,022
Campus Administration (School Leadership)	$81,654	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	1.8	3.6%	4.9%	5.4%
Compensatory Education	0.9	1.8%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	43.2	83.3%	63.5%	70.6%
Special Education	5.4	10.3%	10.8%	9.7%
Other	0.5	0.9%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: NORTH RIDGE MIDDLE

Campus Number: 220902047

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**92%**	67%	90%	94%	-	100%	*	100%	62%	100%	94%	85%	88%	79%
	2022	70%	70%	**81%**	55%	70%	86%	100%	100%	*	75%	60%	63%	86%	70%	67%	64%
At Meets Grade Level or Above	2023	52%	55%	**78%**	47%	79%	76%	-	100%	*	94%	35%	80%	79%	73%	67%	68%
	2022	43%	42%	**62%**	27%	49%	69%	100%	78%	*	50%	47%	38%	66%	55%	45%	45%
At Masters Grade Level	2023	22%	23%	**40%**	0%	37%	45%	-	67%	*	47%	12%	60%	43%	31%	29%	32%
	2022	23%	23%	**43%**	9%	28%	51%	57%	67%	*	25%	17%	25%	47%	33%	28%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**87%**	67%	86%	88%	-	100%	*	94%	65%	80%	87%	86%	82%	79%
	2022	73%	78%	**86%**	82%	81%	89%	100%	100%	*	63%	70%	63%	90%	77%	79%	82%
At Meets Grade Level or Above	2023	40%	42%	**58%**	27%	55%	58%	-	100%	*	82%	35%	60%	60%	53%	46%	58%
	2022	39%	42%	**53%**	18%	38%	59%	86%	89%	*	38%	43%	38%	56%	47%	31%	36%
At Masters Grade Level	2023	16%	15%	**23%**	20%	18%	25%	-	67%	*	18%	18%	40%	28%	10%	14%	21%
	2022	16%	16%	**19%**	18%	17%	20%	29%	33%	*	0%	23%	13%	21%	13%	9%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	82%	**89%**	79%	91%	89%	100%	100%	*	89%	56%	83%	90%	86%	87%	92%
	2022	80%	81%	**84%**	75%	75%	90%	*	100%	*	69%	46%	75%	85%	80%	74%	58%
At Meets Grade Level or Above	2023	55%	58%	**73%**	50%	66%	76%	100%	88%	*	78%	48%	50%	76%	64%	64%	67%
	2022	56%	57%	**66%**	67%	56%	72%	*	83%	*	46%	43%	25%	70%	56%	58%	37%
At Masters Grade Level	2023	27%	28%	**37%**	7%	28%	40%	83%	63%	*	33%	15%	17%	38%	34%	25%	33%
	2022	37%	37%	**47%**	58%	37%	52%	*	67%	*	23%	25%	25%	48%	43%	34%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	73%	**88%**	57%	83%	92%	100%	88%	*	100%	67%	100%	89%	86%	79%	83%
	2022	61%	71%	**80%**	83%	68%	85%	*	100%	*	69%	43%	75%	82%	74%	69%	63%
At Meets Grade Level or Above	2023	37%	47%	**61%**	21%	50%	68%	100%	88%	*	56%	41%	50%	62%	59%	53%	58%
	2022	31%	45%	**48%**	58%	37%	51%	*	100%	*	31%	32%	25%	52%	38%	36%	32%
At Masters Grade Level	2023	11%	18%	**25%**	7%	17%	27%	33%	63%	*	22%	26%	0%	27%	19%	8%	17%
	2022	13%	22%	**21%**	33%	7%	25%	*	67%	*	15%	18%	13%	23%	16%	11%	16%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**90%**	100%	82%	92%	-	100%	-	86%	57%	*	92%	84%	83%	67%
	2022	83%	82%	**91%**	87%	87%	93%	*	*	*	100%	94%	*	93%	84%	88%	93%
At Meets Grade Level or Above	2023	58%	58%	**69%**	92%	63%	69%	-	100%	-	64%	37%	*	71%	63%	61%	44%
	2022	58%	55%	**60%**	57%	57%	61%	*	*	*	71%	53%	*	62%	52%	54%	67%
At Masters Grade Level	2023	28%	27%	**28%**	67%	21%	29%	-	40%	-	7%	13%	*	28%	27%	22%	6%
	2022	37%	35%	**39%**	26%	37%	42%	*	*	*	71%	24%	*	41%	32%	32%	33%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**85%**	100%	73%	90%	-	*	-	90%	59%	*	90%	75%	80%	54%
	2022	71%	69%	**83%**	75%	73%	91%	*	*	*	*	50%	*	86%	75%	77%	92%
At Meets Grade Level or Above	2023	46%	42%	**64%**	78%	61%	65%	-	*	-	60%	31%	*	66%	61%	52%	23%
	2022	40%	38%	**60%**	55%	51%	66%	*	*	*	*	44%	*	60%	59%	60%	75%
At Masters Grade Level	2023	17%	14%	**17%**	56%	12%	16%	-	*	-	0%	24%	*	15%	22%	11%	0%
	2022	14%	14%	**20%**	10%	14%	28%	*	*	*	*	25%	*	22%	16%	20%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**87%**	92%	77%	92%	-	100%	-	86%	63%	*	89%	82%	79%	61%
	2022	74%	78%	**87%**	74%	76%	93%	*	*	*	100%	71%	*	88%	82%	80%	93%
At Meets Grade Level or Above	2023	47%	53%	**62%**	75%	48%	65%	-	100%	-	64%	43%	*	65%	51%	54%	39%
	2022	45%	46%	**55%**	26%	41%	65%	*	*	*	71%	47%	*	54%	57%	44%	60%
At Masters Grade Level	2023	17%	20%	**21%**	33%	9%	24%	-	100%	-	0%	13%	*	22%	18%	12%	17%
	2022	24%	23%	**26%**	13%	20%	29%	*	*	*	57%	18%	*	28%	20%	15%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	66%	**80%**	92%	68%	84%	-	100%	-	79%	50%	*	83%	73%	74%	44%
	2022	61%	58%	**71%**	52%	57%	80%	*	*	*	100%	59%	*	73%	66%	59%	67%
At Meets Grade Level or Above	2023	33%	35%	**45%**	67%	38%	45%	-	80%	-	43%	43%	*	46%	39%	34%	28%
	2022	31%	27%	**32%**	17%	22%	36%	*	*	*	57%	35%	*	32%	32%	22%	13%
At Masters Grade Level	2023	16%	17%	**21%**	50%	16%	21%	-	40%	-	14%	17%	*	20%	25%	16%	11%
	2022	18%	15%	**15%**	4%	7%	21%	*	*	*	14%	0%	*	18%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	81%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
	2022	76%	78%	**100%**	*	100%	100%	*	*	-	*	*	-	100%	100%	100%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	48%	**82%**	*	73%	82%	-	*	-	*	*	-	79%	93%	88%	100%
	2022	43%	45%	**78%**	*	89%	73%	*	*	-	*	*	-	76%	83%	88%	*
At Masters Grade Level	2023	23%	25%	**40%**	*	20%	41%	-	*	-	*	*	-	39%	47%	33%	60%
	2022	27%	27%	**54%**	*	44%	55%	*	*	-	*	*	-	55%	50%	50%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**88%**	80%	82%	91%	100%	98%	88%	91%	60%	91%	90%	83%	82%	70%
	2022	74%	76%	**84%**	73%	74%	89%	96%	91%	67%	81%	60%	68%	86%	77%	75%	76%
At Meets Grade Level or Above	2023	49%	53%	**65%**	56%	58%	66%	100%	94%	63%	69%	39%	62%	66%	59%	55%	50%
	2022	48%	50%	**55%**	41%	45%	60%	68%	83%	33%	53%	43%	39%	57%	50%	45%	46%
At Masters Grade Level	2023	20%	22%	**28%**	28%	20%	30%	58%	67%	13%	19%	17%	29%	29%	24%	18%	19%
	2022	23%	24%	**30%**	20%	21%	35%	25%	52%	17%	29%	20%	18%	32%	24%	20%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**90%**	80%	88%	92%	100%	100%	*	93%	58%	93%	92%	85%	86%	78%
	2022	75%	76%	**85%**	76%	77%	89%	100%	95%	*	79%	63%	68%	88%	78%	77%	71%
At Meets Grade Level or Above	2023	53%	56%	**73%**	61%	70%	74%	100%	95%	*	80%	40%	64%	75%	67%	64%	59%
	2022	53%	53%	**63%**	52%	54%	68%	82%	79%	*	54%	47%	37%	66%	55%	54%	49%
At Masters Grade Level	2023	20%	21%	**35%**	22%	29%	38%	83%	58%	*	30%	13%	36%	36%	31%	25%	22%
	2022	25%	25%	**43%**	30%	34%	48%	45%	63%	*	36%	21%	26%	45%	36%	32%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**89%**	73%	84%	92%	100%	95%	*	95%	64%	93%	90%	85%	82%	76%
	2022	72%	75%	**85%**	80%	75%	89%	100%	95%	*	75%	56%	68%	87%	77%	76%	78%
At Meets Grade Level or Above	2023	45%	46%	**63%**	41%	56%	66%	100%	95%	*	70%	36%	57%	64%	60%	54%	53%
	2022	42%	44%	**55%**	48%	44%	59%	73%	89%	*	46%	40%	37%	58%	48%	45%	49%
At Masters Grade Level	2023	19%	18%	**25%**	27%	16%	27%	33%	74%	*	15%	23%	21%	27%	19%	13%	18%
	2022	20%	21%	**24%**	20%	14%	28%	18%	47%	*	18%	23%	11%	26%	18%	16%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**87%**	92%	77%	92%	-	100%	-	86%	63%	*	89%	82%	79%	61%
	2022	76%	78%	**87%**	74%	76%	93%	*	*	*	100%	71%	*	88%	82%	80%	93%
At Meets Grade Level or Above	2023	47%	54%	**62%**	75%	48%	65%	-	100%	-	64%	43%	*	65%	51%	54%	39%
	2022	47%	51%	**55%**	26%	41%	65%	*	*	*	71%	47%	*	54%	57%	44%	60%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	**21%**	33%	9%	24%	-	100%	-	0%	13%	*	22%	18%	12%	17%
	2022	21%	24%	**26%**	13%	20%	29%	*	*	*	57%	18%	*	28%	20%	15%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	81%	**80%**	92%	68%	84%	-	100%	-	79%	50%	*	83%	73%	74%	44%
	2022	75%	75%	**71%**	52%	57%	80%	*	*	*	100%	59%	*	73%	66%	59%	67%
At Meets Grade Level or Above	2023	52%	57%	**45%**	67%	38%	45%	-	80%	-	43%	43%	*	46%	39%	34%	28%
	2022	50%	50%	**32%**	17%	22%	36%	*	*	*	57%	35%	*	32%	32%	22%	13%
At Masters Grade Level	2023	27%	31%	**21%**	50%	16%	21%	-	40%	-	14%	17%	*	20%	25%	16%	11%
	2022	30%	32%	**15%**	4%	7%	21%	*	*	*	14%	0%	*	18%	5%	6%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	37%	**56%**	27%	55%	55%	-	100%	*	76%	29%	60%	57%	53%	45%	58%
	2022	31%	31%	**48%**	18%	32%	54%	86%	78%	*	38%	37%	38%	51%	42%	29%	36%
Reading and Mathematics Including EOC	2023	35%	37%	**56%**	27%	55%	55%	-	100%	*	76%	29%	60%	57%	53%	45%	58%
	2022	31%	31%	**48%**	18%	32%	54%	86%	78%	*	38%	37%	38%	51%	42%	29%	36%
Reading Including EOC	2023	52%	55%	**78%**	47%	79%	76%	-	100%	*	94%	35%	80%	79%	73%	67%	68%
	2022	43%	42%	**62%**	27%	49%	69%	100%	78%	*	50%	47%	38%	66%	55%	45%	45%
Math Including EOC	2023	40%	42%	**58%**	27%	55%	58%	-	100%	*	82%	35%	60%	60%	53%	46%	58%
	2022	40%	42%	**53%**	18%	38%	59%	86%	89%	*	38%	43%	38%	56%	47%	31%	36%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**58%**	21%	47%	63%	100%	88%	*	56%	37%	50%	59%	54%	51%	58%
	2022	32%	39%	**44%**	58%	31%	49%	*	83%	*	15%	32%	13%	48%	31%	34%	26%
Reading and Mathematics Including EOC	2023	38%	41%	**58%**	21%	47%	63%	100%	88%	*	56%	37%	50%	59%	54%	51%	58%
	2022	33%	39%	**44%**	58%	31%	49%	*	83%	*	15%	32%	13%	48%	31%	34%	26%
Reading Including EOC	2023	55%	58%	**73%**	50%	66%	76%	100%	88%	*	78%	48%	50%	76%	64%	64%	67%
	2022	56%	57%	**66%**	67%	56%	72%	*	83%	*	46%	43%	25%	70%	56%	58%	37%
Math Including EOC	2023	43%	47%	**61%**	21%	49%	68%	100%	88%	*	56%	41%	50%	62%	59%	53%	58%
	2022	37%	45%	**48%**	58%	37%	51%	*	100%	*	31%	32%	25%	52%	38%	36%	32%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**48%**	78%	46%	45%	-	*	-	40%	28%	*	49%	44%	39%	15%
	2022	27%	26%	**42%**	45%	43%	40%	*	*	*	*	44%	*	42%	41%	42%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**60%**	83%	54%	60%	-	100%	-	50%	30%	*	60%	59%	51%	39%
	2022	41%	42%	**49%**	48%	48%	49%	*	*	*	71%	47%	*	49%	48%	44%	60%
Reading Including EOC	2023	58%	58%	**69%**	92%	63%	69%	-	100%	-	64%	37%	*	71%	63%	61%	44%
	2022	58%	55%	**60%**	57%	57%	61%	*	*	*	71%	53%	*	62%	52%	54%	67%
Math Including EOC	2023	51%	57%	**71%**	83%	64%	73%	-	100%	-	64%	33%	*	71%	71%	61%	44%
	2022	48%	52%	**66%**	57%	59%	69%	*	*	*	86%	47%	*	66%	66%	65%	80%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**55%**	37%	50%	56%	100%	93%	*	61%	31%	57%	56%	51%	45%	45%
	2022	34%	35%	**45%**	42%	34%	49%	70%	76%	*	28%	36%	32%	48%	37%	35%	40%
Reading and Mathematics Including EOC	2023	39%	41%	**58%**	41%	52%	59%	100%	95%	*	63%	32%	57%	59%	55%	49%	51%
	2022	36%	38%	**47%**	43%	36%	51%	64%	78%	*	36%	37%	32%	50%	39%	36%	40%
Reading Including EOC	2023	53%	56%	**73%**	61%	70%	74%	100%	95%	*	80%	40%	64%	75%	67%	64%	59%
	2022	53%	54%	**63%**	52%	54%	68%	82%	78%	*	54%	47%	37%	66%	55%	54%	49%
Math Including EOC	2023	47%	48%	**63%**	41%	56%	66%	100%	95%	*	70%	36%	57%	64%	60%	54%	53%
	2022	43%	46%	**55%**	48%	44%	59%	73%	89%	*	46%	40%	37%	58%	48%	45%	49%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	51%	**68%**	36%	67%	69%	-	83%	*	85%	56%	90%	68%	67%	59%	55%
Grade 6 Mathematics	2023	54%	56%	**57%**	50%	52%	55%	-	92%	*	76%	50%	40%	55%	61%	55%	58%
Grade 7 ELA/Reading	2023	71%	76%	**75%**	83%	71%	71%	100%	100%	*	89%	58%	33%	75%	74%	76%	83%
Grade 7 Mathematics	2023	56%	63%	**73%**	29%	67%	76%	83%	88%	*	94%	54%	83%	73%	72%	70%	71%
Grade 8 ELA/Reading	2023	63%	62%	**62%**	83%	64%	56%	-	80%	-	79%	54%	*	62%	62%	64%	61%
Grade 8 Mathematics	2023	74%	74%	**88%**	94%	86%	88%	-	*	-	85%	85%	*	88%	88%	86%	69%
End of Course Algebra I	2023	76%	74%	**75%**	*	77%	71%	-	*	-	*	*	-	71%	93%	80%	100%
All Grades Both Subjects	2023	64%	65%	**69%**	62%	67%	68%	92%	91%	56%	83%	59%	64%	69%	70%	68%	66%
All Grades ELA/Reading	2023	63%	65%	**68%**	66%	67%	65%	100%	89%	*	84%	56%	57%	68%	68%	66%	64%
All Grades Mathematics	2023	66%	66%	**70%**	58%	67%	71%	83%	92%	*	83%	63%	71%	69%	73%	71%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**43%**	*	45%	50%	-	-	-	-	23%	-	54%	25%	36%	*
Grade 6 Mathematics	2023	35%	35%	**35%**	40%	38%	20%	-	-	-	*	33%	-	27%	44%	38%	*
Grade 7 ELA/Reading	2023	39%	45%	**53%**	60%	67%	44%	-	-	*	*	25%	*	52%	53%	60%	*
Grade 7 Mathematics	2023	22%	23%	**50%**	*	38%	62%	-	-	*	*	25%	*	50%	50%	29%	*
Grade 8 ELA/Reading	2023	39%	40%	**43%**	*	43%	30%	-	-	-	60%	21%	-	40%	50%	42%	33%
Grade 8 Mathematics	2023	49%	48%	**58%**	-	44%	67%	-	-	-	80%	27%	-	67%	43%	54%	33%
All Grades Both Subjects	2023	38%	40%	**49%**	39%	46%	49%	-	-	*	71%	25%	*	50%	46%	45%	32%
All Grades ELA/Reading	2023	35%	39%	**47%**	50%	51%	41%	-	-	*	57%	23%	*	48%	45%	47%	38%
All Grades Mathematics	2023	40%	41%	**50%**	25%	41%	58%	-	-	*	80%	28%	*	53%	46%	44%	27%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**88%**	-	-	-	-	-	-	67%	-	67%	-	*	90%	68%	100%
	2022	74%	76%	**84%**	-	-	-	-	-	-	74%	75%	74%	-	*	84%	73%	90%
At Meets Grade Level or Above	2023	49%	53%	**65%**	-	-	-	-	-	-	45%	-	45%	-	*	66%	47%	92%
	2022	48%	50%	**55%**	-	-	-	-	-	-	44%	25%	45%	-	*	56%	43%	67%
At Masters Grade Level	2023	20%	22%	**28%**	-	-	-	-	-	-	16%	-	16%	-	*	28%	15%	58%
	2022	23%	24%	**30%**	-	-	-	-	-	-	17%	13%	17%	-	*	31%	17%	37%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**90%**	-	-	-	-	-	-	76%	-	76%	-	*	91%	76%	100%
	2022	75%	76%	**85%**	-	-	-	-	-	-	68%	*	68%	-	*	86%	67%	100%
At Meets Grade Level or Above	2023	53%	56%	**73%**	-	-	-	-	-	-	56%	-	56%	-	*	74%	57%	100%
	2022	53%	53%	**63%**	-	-	-	-	-	-	46%	*	47%	-	*	64%	46%	78%
At Masters Grade Level	2023	20%	21%	**35%**	-	-	-	-	-	-	20%	-	20%	-	*	36%	20%	60%
	2022	25%	25%	**43%**	-	-	-	-	-	-	24%	*	24%	-	*	44%	26%	56%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**89%**	-	-	-	-	-	-	73%	-	73%	-	*	90%	74%	100%
	2022	72%	75%	**85%**	-	-	-	-	-	-	76%	*	76%	-	*	85%	74%	100%
At Meets Grade Level or Above	2023	45%	46%	**63%**	-	-	-	-	-	-	49%	-	49%	-	*	64%	50%	80%
	2022	42%	44%	**55%**	-	-	-	-	-	-	46%	*	47%	-	*	56%	44%	78%
At Masters Grade Level	2023	19%	18%	**25%**	-	-	-	-	-	-	13%	-	13%	-	*	25%	13%	60%
	2022	20%	21%	**24%**	-	-	-	-	-	-	14%	*	15%	-	*	24%	13%	33%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**87%**	-	-	-	-	-	-	56%	-	56%	-	*	90%	59%	*
	2022	76%	78%	**87%**	-	-	-	-	-	-	91%	*	90%	-	-	86%	91%	100%
At Meets Grade Level or Above	2023	47%	54%	**62%**	-	-	-	-	-	-	31%	-	31%	-	*	64%	35%	*
	2022	47%	51%	**55%**	-	-	-	-	-	-	64%	*	70%	-	-	54%	64%	67%
At Masters Grade Level	2023	18%	23%	**21%**	-	-	-	-	-	-	13%	-	13%	-	*	21%	12%	*
	2022	21%	24%	**26%**	-	-	-	-	-	-	18%	*	20%	-	-	26%	18%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	81%	**80%**	-	-	-	-	-	-	38%	-	38%	-	*	84%	41%	*
	2022	75%	75%	**71%**	-	-	-	-	-	-	73%	*	70%	-	-	72%	73%	50%
At Meets Grade Level or Above	2023	52%	57%	**45%**	-	-	-	-	-	-	19%	-	19%	-	*	46%	24%	*
	2022	50%	50%	**32%**	-	-	-	-	-	-	9%	*	10%	-	-	33%	9%	33%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NORTH RIDGE MIDDLE (220902047) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	31%	**21%**	-	-	-	-	-	-	13%	-	13%	-	*	22%	12%	*
	2022	30%	32%	**15%**	-	-	-	-	-	-	0%	*	0%	-	-	16%	0%	17%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**69%**	-	-	-	-	-	-	64%	-	64%	-	*	70%	64%	80%
All Grades ELA/Reading	2023	63%	65%	**68%**	-	-	-	-	-	-	63%	-	63%	-	*	69%	62%	80%
All Grades Mathematics	2023	66%	66%	**70%**	-	-	-	-	-	-	66%	-	66%	-	*	71%	66%	80%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**49%**	-	-	-	-	-	-	32%	-	32%	-	-	52%	32%	-
All Grades ELA/Reading	2023	35%	39%	**47%**	-	-	-	-	-	-	38%	-	38%	-	-	49%	38%	-
All Grades Mathematics	2023	40%	41%	**50%**	-	-	-	-	-	-	27%	-	27%	-	-	55%	27%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	77%	94%	98%	100%	96%	100%	98%	95%	94%	96%	93%	95%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	23%	4%	1%	0%	4%	0%	2%	3%	6%	3%	5%	4%	7%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**96%**	80%	94%	99%	100%	95%	*	98%	95%	93%	97%	92%	96%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	20%	4%	1%	0%	5%	*	2%	3%	7%	3%	6%	4%	9%
Not Included in Accountability: Other Exclusions	3%	5%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	2%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	2%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	99%	100%	100%	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	94%	93%	**96%**	80%	94%	98%	100%	95%	*	98%	95%	93%	97%	92%	96%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	20%	4%	1%	0%	5%	*	2%	3%	7%	3%	6%	4%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	1%	1%	0%	0%	*	0%	2%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	1%	1%	0%	0%	*	0%	2%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	93%	93%	**95%**	67%	95%	98%	-	100%	-	100%	97%	*	95%	94%	95%	95%
Not Included in Accountability: Mobile	4%	4%	**4%**	33%	3%	1%	-	0%	-	0%	3%	*	4%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	2%	0%	-	0%	-	0%	0%	*	0%	2%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	*	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	94%	95%	**95%**	67%	95%	98%	-	100%	-	100%	97%	*	95%	94%	95%	95%
Not Included in Accountability: Mobile	4%	3%	**4%**	33%	3%	1%	-	0%	-	0%	3%	*	4%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	2%	0%	-	0%	-	0%	0%	*	0%	2%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**97%**	90%	98%	97%	100%	100%	100%	95%	94%	92%	99%	91%	95%	98%
Not Included in Accountability: Mobile	5%	4%	**3%**	10%	2%	3%	0%	0%	0%	5%	6%	8%	1%	9%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	88%	97%	96%	100%	100%	*	93%	94%	90%	98%	90%	94%	98%
Not Included in Accountability: Mobile	5%	4%	**4%**	12%	3%	4%	0%	0%	*	7%	6%	10%	2%	10%	6%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	88%	97%	96%	100%	100%	*	93%	94%	90%	98%	90%	94%	98%
Not Included in Accountability: Mobile	5%	5%	**4%**	12%	3%	4%	0%	0%	*	7%	6%	10%	2%	10%	6%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**99%**	92%	100%	99%	*	*	*	100%	94%	*	99%	98%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**1%**	8%	0%	1%	*	*	*	0%	6%	*	1%	2%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**99%**	92%	100%	99%	*	*	*	100%	94%	*	99%	98%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**1%**	8%	0%	1%	*	*	*	0%	6%	*	1%	2%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.7%**	94.2%	93.1%	93.8%	94.4%	96.4%	*	93.1%	92.4%	92.5%	93.7%
2020-21	95.0%	95.7%	**96.3%**	96.7%	96.0%	96.5%	*	98.6%	*	95.6%	94.9%	95.0%	96.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**21.6%**	23.6%	25.3%	20.1%	20.0%	9.5%	60.0%	20.6%	28.4%	29.7%	24.4%
2020-21	15.0%	12.4%	**8.1%**	3.0%	11.0%	7.5%	*	0.0%	20.0%	12.1%	14.3%	13.7%	9.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	**1.5%**	0.0%	0.9%	1.9%	*	8.3%	*	0.0%	1.5%	1.1%	0.0%
2020-21	0.9%	0.8%	**0.4%**	0.0%	0.0%	0.7%	*	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	661	100.0%	22,581	5,504,150	661	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	0	0.0%	3.9%	4.4%	0	0.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	227	34.3%	7.4%	7.3%	227	34.3%	7.4%	7.2%
Grade 7	218	33.0%	7.4%	7.4%	218	33.0%	7.4%	7.4%
Grade 8	216	32.7%	7.9%	7.7%	216	32.7%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	46	7.0%	9.8%	12.8%	46	7.0%	9.8%	12.8%
Hispanic	179	27.1%	45.6%	53.0%	179	27.1%	45.6%	52.9%
White	364	55.1%	35.3%	25.6%	364	55.1%	35.4%	25.7%
American Indian	6	0.9%	0.4%	0.3%	6	0.9%	0.4%	0.3%
Asian	21	3.2%	4.5%	5.1%	21	3.2%	4.5%	5.1%
Pacific Islander	5	0.8%	0.5%	0.2%	5	0.8%	0.5%	0.2%
Two or More Races	40	6.1%	3.9%	3.0%	40	6.1%	3.9%	3.0%
Sex:								
Female	319	48.3%	48.4%	48.8%	319	48.3%	48.3%	48.8%
Male	342	51.7%	51.6%	51.2%	342	51.7%	51.7%	51.2%
Economically Disadvantaged	273	41.3%	63.5%	62.1%	273	41.3%	63.4%	62.0%
Non-Educationally Disadvantaged	388	58.7%	36.5%	37.9%	388	58.7%	36.6%	38.0%
Section 504 Students	95	14.4%	9.6%	7.4%	95	14.4%	9.5%	7.4%
EB Students/EL	51	7.7%	25.0%	23.1%	51	7.7%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	70	10.6%	7.8%	5.5%	70	10.6%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	1	0.2%	0.8%	1.3%	1	0.2%	0.8%	1.3%
Immigrant	3	0.5%	2.0%	2.2%	3	0.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.2%	54.1%	64.6%	1	0.2%	54.1%	64.6%
Military Connected	7	1.1%	0.7%	3.6%	7	1.1%	0.7%	3.6%
At-Risk	305	46.1%	64.3%	53.3%	305	46.1%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	50	7.6%	24.8%	23.2%	50	7.6%	24.8%	23.2%
Career and Technical Education	288	43.6%	29.9%	26.5%	288	43.6%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	63	9.5%	7.0%	8.2%	63	9.5%	7.0%	8.2%
Special Education	102	15.4%	12.6%	12.6%	102	15.4%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability Students with Intellectual Disabilities	52	51.0%	40.4%	44.1%				
Students with Physical Disabilities	*	*	23.7%	20.0%				
Students with Autism	26	25.5%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	75	10.9%	14.4%	16.8%				
By Ethnicity: African American	13	1.9%	2.6%	3.3%				
Hispanic	16	2.3%	6.0%	8.7%				
White	38	5.5%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.4%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	0.7%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	20	19.4%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	7	15.6%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	43	15.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	62	13.9%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	5.6%	4.5%
Grade 1	-	3.7%	2.5%	-	3.6%	3.6%
Grade 2	-	1.8%	1.6%	-	1.8%	2.0%
Grade 3	-	1.3%	0.8%	-	0.4%	0.9%
Grade 4	-	0.2%	0.5%	-	0.8%	0.5%
Grade 5	-	0.1%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.2%	0.4%	2.8%	1.3%	0.5%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.3	18.7
Grade 1	-	20.3	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.3	19.3
Grade 4	-	21.1	19.4
Grade 5	-	21.4	20.8
Grade 6	16.4	19.5	19.2
Secondary:			
English/Language Arts	14.7	16.1	16.2
Foreign Languages	19.0	20.8	18.8
Mathematics	16.2	18.8	17.5
Science	15.5	17.2	18.5
Social Studies	14.5	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
NORTH RIDGE MIDDLE (220902047) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	65.6	100.0%	100.0%	100.0%
Professional Staff:	57.3	87.4%	67.6%	64.1%
Teachers	46.7	71.3%	50.4%	48.7%
Professional Support	6.6	10.0%	11.7%	10.9%
Campus Administration (School Leadership)	4.0	6.1%	3.2%	3.3%
Educational Aides:	8.3	12.6%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	14.4	22.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	3.9	8.3%	5.0%	11.8%
Hispanic	3.1	6.7%	16.0%	29.6%
White	37.7	80.6%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	2.1%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	2.1%	1.5%	1.2%
Teachers by Sex:				
Males	8.3	17.8%	23.2%	24.4%
Females	38.4	82.2%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	34.5	73.8%	72.1%	72.2%
Masters	12.2	26.2%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.2	8.9%	9.5%	9.7%
1-5 Years Experience	11.8	25.2%	23.2%	26.3%
6-10 Years Experience	11.3	24.2%	22.7%	20.5%
11-20 Years Experience	12.9	27.7%	27.9%	27.2%
21-30 Years Experience	5.5	11.8%	13.5%	13.3%
Over 30 Years Experience	1.0	2.1%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
NORTH RIDGE MIDDLE (220902047) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.7	6.1
Average Years Experience of Principals with District	6.0	6.7	5.3
Average Years Experience of Assistant Principals	6.0	6.4	5.2
Average Years Experience of Assistant Principals with District	6.0	5.1	4.4
Average Years Experience of Teachers:	10.4	11.5	11.0
Average Years Experience of Teachers with District:	6.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,524	$60,212	$56,516
6-10 Years Experience	$61,131	$61,624	$59,732
11-20 Years Experience	$63,682	$64,485	$63,389
21-30 Years Experience	$67,654	$69,454	$67,876
Over 30 Years Experience	$72,838	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,226	$63,500	$60,717
Professional Support	$68,534	$76,823	$72,022
Campus Administration (School Leadership)	$84,301	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	2.1	4.4%	4.9%	5.4%
Compensatory Education	2.3	4.9%	7.3%	3.2%
Gifted and Talented Education	0.0	0.0%	0.9%	1.7%
Regular Education	31.8	68.1%	63.5%	70.6%
Special Education	4.5	9.7%	10.8%	9.7%
Other	6.0	12.9%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: BIRDVILLE EL

Campus Number: 220902101

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**80%**	*	79%	81%	-	*	-	-	82%	*	81%	73%	79%	90%
	2022	81%	84%	**81%**	*	79%	100%	-	*	-	*	71%	*	83%	78%	79%	75%
At Meets Grade Level or Above	2023	57%	61%	**58%**	*	55%	69%	-	*	-	-	45%	*	63%	36%	55%	60%
	2022	58%	60%	**44%**	*	44%	60%	-	*	-	*	57%	*	47%	39%	44%	36%
At Masters Grade Level	2023	28%	32%	**27%**	*	24%	38%	-	*	-	-	27%	*	29%	18%	25%	20%
	2022	36%	39%	**22%**	*	23%	20%	-	*	-	*	14%	*	22%	22%	21%	18%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**78%**	*	76%	88%	-	*	-	-	73%	*	81%	64%	75%	80%
	2022	77%	79%	**70%**	*	64%	90%	-	*	-	*	57%	*	75%	61%	67%	54%
At Meets Grade Level or Above	2023	51%	51%	**48%**	*	43%	63%	-	*	-	-	45%	*	51%	36%	44%	47%
	2022	48%	48%	**44%**	*	36%	70%	-	*	-	*	57%	*	47%	39%	42%	29%
At Masters Grade Level	2023	21%	22%	**21%**	*	16%	31%	-	*	-	-	27%	*	21%	18%	21%	17%
	2022	25%	24%	**7%**	*	5%	20%	-	*	-	*	0%	*	8%	6%	7%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**60%**	*	51%	75%	-	*	-	-	73%	*	62%	55%	58%	57%
	2022	66%	71%	**65%**	*	62%	90%	-	*	-	*	71%	*	72%	50%	65%	54%
At Meets Grade Level or Above	2023	36%	42%	**22%**	*	14%	38%	-	*	-	-	45%	*	26%	9%	23%	10%
	2022	38%	43%	**31%**	*	33%	30%	-	*	-	*	71%	*	31%	33%	35%	32%
At Masters Grade Level	2023	16%	19%	**14%**	*	14%	19%	-	*	-	-	27%	*	17%	0%	15%	10%
	2022	18%	20%	**11%**	*	8%	20%	-	*	-	*	29%	*	11%	11%	12%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**73%**	72%	68%	80%	*	100%	-	*	70%	73%	77%	61%	72%	72%
	2022	74%	76%	**66%**	50%	60%	82%	*	43%	-	100%	68%	75%	72%	51%	65%	56%
At Meets Grade Level or Above	2023	49%	53%	**40%**	33%	35%	48%	*	64%	-	*	48%	55%	43%	29%	38%	35%
	2022	48%	50%	**38%**	17%	34%	50%	*	43%	-	63%	54%	63%	42%	27%	39%	31%
At Masters Grade Level	2023	20%	22%	**15%**	0%	13%	21%	*	18%	-	*	14%	27%	16%	12%	15%	12%
	2022	23%	24%	**13%**	0%	12%	19%	*	14%	-	38%	15%	13%	15%	10%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**78%**	71%	77%	80%	*	100%	-	*	71%	*	82%	67%	78%	79%
	2022	75%	76%	**71%**	75%	66%	83%	*	*	-	*	69%	67%	74%	63%	71%	66%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**47%**	43%	43%	55%	*	60%	-	*	47%	*	51%	33%	45%	43%
	2022	53%	53%	**44%**	13%	42%	57%	*	*	-	*	58%	67%	49%	31%	46%	38%
At Masters Grade Level	2023	20%	21%	**16%**	0%	14%	24%	*	20%	-	*	12%	*	18%	13%	16%	14%
	2022	25%	25%	**18%**	0%	16%	24%	*	*	-	*	15%	17%	19%	17%	18%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**72%**	71%	66%	82%	*	100%	-	*	68%	*	76%	56%	71%	71%
	2022	72%	75%	**61%**	38%	55%	79%	*	*	-	*	65%	83%	69%	40%	60%	48%
At Meets Grade Level or Above	2023	45%	46%	**39%**	29%	35%	45%	*	60%	-	*	50%	*	42%	31%	37%	36%
	2022	42%	44%	**34%**	25%	27%	48%	*	*	-	*	46%	67%	39%	21%	32%	25%
At Masters Grade Level	2023	19%	18%	**14%**	0%	12%	18%	*	20%	-	*	12%	*	14%	15%	15%	11%
	2022	20%	21%	**9%**	0%	9%	14%	*	*	-	*	12%	0%	12%	2%	9%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**60%**	*	51%	75%	-	*	-	-	73%	*	62%	55%	58%	57%
	2022	76%	78%	**65%**	*	62%	90%	-	*	-	*	71%	*	72%	50%	65%	54%
At Meets Grade Level or Above	2023	47%	54%	**22%**	*	14%	38%	-	*	-	-	45%	*	26%	9%	23%	10%
	2022	47%	51%	**31%**	*	33%	30%	-	*	-	*	71%	*	31%	33%	35%	32%
At Masters Grade Level	2023	18%	23%	**14%**	*	14%	19%	-	*	-	-	27%	*	17%	0%	15%	10%
	2022	21%	24%	**11%**	*	8%	20%	-	*	-	*	29%	*	11%	11%	12%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**30%**	-	24%	33%	-	*	-	*	38%	*	29%	33%	27%	18%
	2022	36%	38%	**20%**	*	20%	21%	*	-	-	-	50%	*	27%	0%	24%	17%
Reading and Mathematics Including EOC	2023	37%	37%	**30%**	-	24%	33%	-	*	-	*	38%	*	29%	33%	27%	18%
	2022	36%	38%	**20%**	*	20%	21%	*	-	-	-	50%	*	27%	0%	24%	17%
Reading Including EOC	2023	50%	51%	**37%**	-	29%	43%	-	*	-	*	46%	*	35%	44%	33%	23%
	2022	51%	52%	**39%**	*	39%	43%	*	-	-	-	63%	*	48%	13%	46%	30%
Math Including EOC	2023	45%	44%	**35%**	-	29%	38%	-	*	-	*	46%	*	33%	44%	31%	23%
	2022	43%	45%	**29%**	*	24%	36%	*	-	-	-	50%	*	36%	7%	33%	26%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**28%**	*	30%	25%	*	-	-	*	50%	-	37%	11%	29%	33%
	2022	36%	34%	**26%**	*	19%	39%	*	*	-	*	36%	*	30%	13%	21%	21%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**28%**	*	30%	25%	*	-	-	*	50%	-	37%	11%	29%	33%
	2022	36%	34%	**26%**	*	19%	39%	*	*	-	*	36%	*	30%	13%	21%	21%
Reading Including EOC	2023	48%	50%	**47%**	*	43%	58%	*	-	-	*	50%	-	58%	26%	46%	42%
	2022	54%	54%	**48%**	*	43%	67%	*	*	-	*	55%	*	51%	40%	49%	45%
Math Including EOC	2023	48%	44%	**35%**	*	33%	33%	*	-	-	*	60%	-	42%	21%	37%	33%
	2022	43%	42%	**29%**	*	22%	44%	*	*	-	*	36%	*	34%	13%	23%	21%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**43%**	*	35%	63%	-	*	-	-	36%	*	47%	27%	38%	37%
	2022	41%	41%	**28%**	*	28%	40%	-	*	-	*	57%	*	28%	28%	30%	21%
Reading and Mathematics Including EOC	2023	43%	45%	**43%**	*	35%	63%	-	*	-	-	36%	*	47%	27%	38%	37%
	2022	41%	41%	**28%**	*	28%	40%	-	*	-	*	57%	*	28%	28%	30%	21%
Reading Including EOC	2023	57%	61%	**58%**	*	55%	69%	-	*	-	-	45%	*	63%	36%	55%	60%
	2022	58%	60%	**44%**	*	44%	60%	-	*	-	*	57%	*	47%	39%	44%	36%
Math Including EOC	2023	51%	51%	**48%**	*	43%	63%	-	*	-	-	45%	*	51%	36%	44%	47%
	2022	48%	48%	**44%**	*	36%	70%	-	*	-	*	57%	*	47%	39%	42%	29%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**34%**	14%	30%	41%	*	60%	-	*	41%	*	38%	21%	31%	30%
	2022	34%	35%	**25%**	13%	22%	33%	*	*	-	*	46%	50%	28%	15%	25%	20%
Reading and Mathematics Including EOC	2023	39%	41%	**34%**	14%	30%	41%	*	60%	-	*	41%	*	38%	21%	31%	30%
	2022	36%	38%	**25%**	13%	22%	33%	*	*	-	*	46%	50%	28%	15%	25%	20%
Reading Including EOC	2023	53%	56%	**47%**	43%	43%	55%	*	60%	-	*	47%	*	51%	33%	45%	43%
	2022	53%	54%	**44%**	13%	42%	57%	*	*	-	*	58%	67%	49%	31%	46%	38%
Math Including EOC	2023	47%	48%	**39%**	29%	35%	45%	*	60%	-	*	50%	*	42%	31%	37%	36%
	2022	43%	46%	**34%**	25%	27%	48%	*	*	-	*	46%	67%	39%	21%	32%	25%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**74%**	*	70%	95%	*	-	-	-	39%	-	79%	63%	73%	65%
Grade 4 Mathematics	2023	63%	57%	**67%**	*	66%	64%	*	-	-	-	72%	-	62%	78%	65%	77%
Grade 5 ELA/Reading	2023	65%	69%	**67%**	*	71%	66%	-	*	-	-	59%	*	71%	50%	65%	78%
Grade 5 Mathematics	2023	71%	72%	**77%**	*	74%	84%	-	*	-	-	73%	*	79%	68%	74%	78%
All Grades Both Subjects	2023	64%	65%	**71%**	50%	70%	77%	*	*	-	-	61%	67%	73%	66%	69%	75%
All Grades ELA/Reading	2023	63%	65%	**70%**	33%	71%	78%	*	*	-	-	50%	*	74%	57%	69%	72%
All Grades Mathematics	2023	66%	66%	**72%**	67%	70%	76%	*	*	-	-	73%	*	71%	74%	70%	78%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**65%**	-	63%	*	-	-	-	-	*	-	77%	50%	67%	58%
Grade 4 Mathematics	2023	27%	27%	**33%**	-	28%	*	-	-	-	-	*	-	44%	25%	37%	42%
Grade 5 ELA/Reading	2023	37%	35%	**35%**	*	43%	*	-	-	-	-	*	*	38%	*	38%	67%
Grade 5 Mathematics	2023	48%	53%	**54%**	*	58%	*	-	-	-	-	40%	*	62%	20%	52%	63%
All Grades Both Subjects	2023	38%	40%	**48%**	*	49%	54%	-	-	-	-	36%	*	57%	32%	49%	57%
All Grades ELA/Reading	2023	35%	39%	**53%**	*	55%	50%	-	-	-	-	33%	*	58%	43%	54%	62%
All Grades Mathematics	2023	40%	41%	**45%**	*	43%	57%	-	-	-	-	38%	*	57%	24%	45%	54%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**73%**	69%	-	-	-	69%	-	81%	81%	-	-	-	74%	71%	100%
	2022	74%	76%	**66%**	55%	-	-	-	55%	-	52%	52%	-	*	-	74%	54%	92%
At Meets Grade Level or Above	2023	49%	53%	**40%**	33%	-	-	-	33%	-	39%	39%	-	-	-	45%	33%	75%
	2022	48%	50%	**38%**	23%	-	-	-	23%	-	40%	40%	-	*	-	44%	28%	83%
At Masters Grade Level	2023	20%	22%	**15%**	10%	-	-	-	10%	-	14%	14%	-	-	-	18%	9%	75%
	2022	23%	24%	**13%**	8%	-	-	-	8%	-	19%	19%	-	*	-	14%	11%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**78%**	77%	-	-	-	77%	-	87%	87%	-	-	-	78%	78%	*
	2022	75%	76%	**71%**	64%	-	-	-	64%	-	65%	65%	-	*	-	75%	64%	100%
At Meets Grade Level or Above	2023	53%	56%	**47%**	42%	-	-	-	42%	-	47%	47%	-	-	-	50%	41%	*
	2022	53%	53%	**44%**	29%	-	-	-	29%	-	45%	45%	-	*	-	49%	33%	100%
At Masters Grade Level	2023	20%	21%	**16%**	13%	-	-	-	13%	-	13%	13%	-	-	-	18%	11%	*
	2022	25%	25%	**18%**	15%	-	-	-	15%	-	20%	20%	-	*	-	19%	16%	40%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**72%**	70%	-	-	-	70%	-	73%	73%	-	-	-	73%	70%	*
	2022	72%	75%	**61%**	47%	-	-	-	47%	-	40%	40%	-	*	-	73%	45%	80%
At Meets Grade Level or Above	2023	45%	46%	**39%**	33%	-	-	-	33%	-	40%	40%	-	-	-	42%	34%	*
	2022	42%	44%	**34%**	18%	-	-	-	18%	-	35%	35%	-	*	-	41%	23%	60%
At Masters Grade Level	2023	19%	18%	**14%**	8%	-	-	-	8%	-	13%	13%	-	-	-	17%	8%	*
	2022	20%	21%	**9%**	2%	-	-	-	2%	-	25%	25%	-	*	-	11%	8%	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**60%**	50%	-	-	-	50%	-	83%	83%	-	-	-	64%	54%	*
	2022	76%	78%	**65%**	50%	-	-	-	50%	-	50%	50%	-	-	-	77%	50%	*
At Meets Grade Level or Above	2023	47%	54%	**22%**	8%	-	-	-	8%	-	17%	17%	-	-	-	36%	7%	*
	2022	47%	51%	**31%**	22%	-	-	-	22%	-	38%	38%	-	-	-	31%	27%	*
At Masters Grade Level	2023	18%	23%	**14%**	8%	-	-	-	8%	-	17%	17%	-	-	-	18%	7%	*
	2022	21%	24%	**11%**	6%	-	-	-	6%	-	0%	0%	-	-	-	12%	4%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**71%**	75%	-	-	-	75%	-	72%	72%	-	-	-	68%	74%	100%
All Grades ELA/Reading	2023	63%	65%	**70%**	72%	-	-	-	72%	-	72%	72%	-	-	-	69%	71%	*
All Grades Mathematics	2023	66%	66%	**72%**	78%	-	-	-	78%	-	72%	72%	-	-	-	66%	76%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**48%**	56%	-	-	-	56%	-	63%	63%	-	-	-	37%	56%	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BIRDVILLE EL (220902101) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**53%**	61%	-	-	-	61%	-	*	*	-	-	-	42%	62%	-
All Grades Mathematics	2023	40%	41%	**45%**	52%	-	-	-	52%	-	60%	60%	-	-	-	32%	52%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	75%	90%	96%	*	61%	-	*	98%	79%	95%	75%	89%	86%
Not Included in Accountability: Mobile	4%	4%	**5%**	25%	5%	2%	*	0%	-	*	2%	21%	1%	16%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**5%**	0%	4%	3%	*	39%	-	*	0%	0%	4%	8%	6%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**90%**	70%	90%	96%	*	63%	-	*	97%	80%	95%	75%	90%	85%
Not Included in Accountability: Mobile	4%	4%	**5%**	30%	5%	2%	*	0%	-	*	3%	20%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	3%	5%	**5%**	0%	5%	2%	*	38%	-	*	0%	0%	3%	10%	6%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**90%**	70%	90%	96%	*	63%	-	*	97%	80%	95%	75%	89%	85%
Not Included in Accountability: Mobile	5%	4%	**5%**	30%	5%	2%	*	0%	-	*	3%	20%	1%	15%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	0%	5%	2%	*	38%	-	*	0%	0%	3%	10%	6%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**98%**	*	98%	100%	-	*	-	-	100%	*	98%	100%	98%	100%
Included in Accountability	93%	93%	**89%**	*	88%	94%	-	*	-	-	100%	*	92%	79%	88%	88%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	7%	0%	-	*	-	-	0%	*	0%	21%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	*	2%	6%	-	*	-	-	0%	*	6%	0%	5%	9%
Not Tested	1%	1%	**2%**	*	2%	0%	-	*	-	-	0%	*	2%	0%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	*	2%	0%	-	*	-	-	0%	*	2%	0%	2%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	82%	95%	98%	*	100%	-	80%	89%	100%	98%	88%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	18%	5%	2%	*	0%	-	20%	11%	0%	2%	12%	3%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	80%	95%	98%	*	*	-	*	90%	100%	98%	87%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	20%	5%	2%	*	*	-	*	10%	0%	2%	13%	3%	7%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	80%	95%	98%	*	*	-	*	90%	100%	98%	87%	97%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	20%	5%	2%	*	*	-	*	10%	0%	2%	13%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	*	95%	100%	-	*	-	*	88%	*	100%	90%	98%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	5%	0%	-	*	-	*	13%	*	0%	10%	2%	7%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.9%**	93.9%	94.9%	95.1%	*	94.1%	*	93.9%	93.3%	94.8%	96.1%
2020-21	95.0%	95.7%	**96.1%**	95.9%	95.9%	97.0%	*	94.9%	-	95.9%	95.1%	95.8%	96.7%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**16.5%**	26.1%	15.3%	16.1%	*	22.2%	*	14.3%	20.3%	17.7%	12.8%
2020-21	15.0%	12.4%	**12.8%**	10.7%	14.2%	9.6%	*	16.7%	-	12.5%	17.2%	14.1%	10.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	483	100.0%	22,581	5,504,150	489	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	16	3.3%	0.5%	0.3%	22	4.5%	0.7%	0.5%
Pre-Kindergarten	73	15.1%	3.9%	4.4%	73	14.9%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	30	6.2%	0.5%	0.7%	30	6.1%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	43	8.9%	3.4%	3.7%	43	8.8%	3.4%	3.7%
Kindergarten	66	13.7%	6.8%	6.7%	66	13.5%	6.8%	6.7%
Grade 1	65	13.5%	6.9%	7.2%	65	13.3%	6.9%	7.2%
Grade 2	64	13.3%	7.0%	7.2%	64	13.1%	7.0%	7.2%
Grade 3	69	14.3%	7.1%	7.2%	69	14.1%	7.1%	7.1%
Grade 4	65	13.5%	7.1%	7.2%	65	13.3%	7.1%	7.1%
Grade 5	65	13.5%	7.0%	7.2%	65	13.3%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	20	4.1%	9.8%	12.8%	20	4.1%	9.8%	12.8%
Hispanic	327	67.7%	45.6%	53.0%	329	67.3%	45.6%	52.9%
White	104	21.5%	35.3%	25.6%	108	22.1%	35.4%	25.7%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	16	3.3%	4.5%	5.1%	16	3.3%	4.5%	5.1%
Pacific Islander	1	0.2%	0.5%	0.2%	1	0.2%	0.5%	0.2%
Two or More Races	14	2.9%	3.9%	3.0%	14	2.9%	3.9%	3.0%
Sex:								
Female	230	47.6%	48.4%	48.8%	233	47.6%	48.3%	48.8%
Male	253	52.4%	51.6%	51.2%	256	52.4%	51.7%	51.2%
Economically Disadvantaged	412	85.3%	63.5%	62.1%	415	84.9%	63.4%	62.0%
Non-Educationally Disadvantaged	71	14.7%	36.5%	37.9%	74	15.1%	36.6%	38.0%
Section 504 Students	17	3.5%	9.6%	7.4%	17	3.5%	9.5%	7.4%
EB Students/EL	209	43.3%	25.0%	23.1%	212	43.4%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	19	3.9%	7.8%	5.5%	19	3.9%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	7	1.4%	0.8%	1.3%	7	1.4%	0.8%	1.3%
Immigrant	24	5.0%	2.0%	2.2%	24	4.9%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	483	100.0%	54.1%	64.6%	489	100.0%	54.1%	64.6%
Military Connected	1	0.2%	0.7%	3.6%	1	0.2%	0.7%	3.6%
At-Risk	374	77.4%	64.3%	53.3%	377	77.1%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	211	43.7%	24.8%	23.2%	211	43.1%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	24	5.0%	7.0%	8.2%	24	4.9%	7.0%	8.2%
Special Education	76	15.7%	12.6%	12.6%	81	16.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	76							
By Type of Primary Disability Students with Intellectual Disabilities	20	26.3%	40.4%	44.1%				
Students with Physical Disabilities	23	30.3%	23.7%	20.0%				
Students with Autism	22	28.9%	18.0%	15.5%				
Students with Behavioral Disabilities	5	6.6%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	6	7.9%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	53	14.9%	14.4%	16.8%				
By Ethnicity: African American	11	3.1%	2.6%	3.3%				
Hispanic	25	7.0%	6.0%	8.7%				
White	14	3.9%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	2	0.6%	0.1%	0.0%				
Two or More Races	1	0.3%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	18.8%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	17	12.1%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	42	14.6%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	80	21.7%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.7%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	0.0%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	20.3	18.7
Grade 1	20.4	20.3	19.1
Grade 2	19.0	19.5	19.1
Grade 3	19.5	19.3	19.3
Grade 4	17.8	21.1	19.4
Grade 5	18.4	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
BIRDVILLE EL (220902101) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	55.5	100.0%	100.0%	100.0%
Professional Staff:	41.7	75.2%	67.6%	64.1%
Teachers	34.3	61.8%	50.4%	48.7%
Professional Support	5.4	9.8%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.6%	3.2%	3.3%
Educational Aides:	13.8	24.8%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	19.7	35.5%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	9.7	28.4%	16.0%	29.6%
White	24.2	70.6%	75.3%	54.9%
American Indian	0.1	0.4%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.2	0.6%	1.5%	1.2%
Teachers by Sex:				
Males	5.0	14.6%	23.2%	24.4%
Females	29.3	85.4%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	2.9%	0.7%	2.0%
Bachelors	24.1	70.3%	72.1%	72.2%
Masters	9.2	26.8%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.8%	9.5%	9.7%
1-5 Years Experience	3.5	10.2%	23.2%	26.3%
6-10 Years Experience	6.0	17.6%	22.7%	20.5%
11-20 Years Experience	14.2	41.4%	27.9%	27.2%
21-30 Years Experience	7.4	21.5%	13.5%	13.3%
Over 30 Years Experience	1.2	3.5%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
BIRDVILLE EL (220902101) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	1.0	5.1	4.4
Average Years Experience of Teachers:	14.2	11.5	11.0
Average Years Experience of Teachers with District:	8.1	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,875	$59,919	$53,300
1-5 Years Experience	$60,472	$60,212	$56,516
6-10 Years Experience	$61,185	$61,624	$59,732
11-20 Years Experience	$62,798	$64,485	$63,389
21-30 Years Experience	$67,569	$69,454	$67,876
Over 30 Years Experience	$74,225	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,472	$63,500	$60,717
Professional Support	$76,244	$76,823	$72,022
Campus Administration (School Leadership)	$87,868	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	7.2	20.9%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	5.4	15.7%	7.3%	3.2%
Gifted and Talented Education	0.5	1.5%	0.9%	1.7%
Regular Education	16.2	47.1%	63.5%	70.6%
Special Education	5.1	14.9%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: DAVID E SMITH EL

Campus Number: 220902102

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**81%**	-	76%	91%	*	*	-	*	46%	*	78%	100%	77%	73%
	2022	76%	77%	**86%**	*	84%	92%	-	*	-	-	82%	*	87%	83%	84%	83%
At Meets Grade Level or Above	2023	50%	51%	**50%**	-	41%	73%	*	*	-	*	31%	*	51%	43%	41%	19%
	2022	51%	52%	**50%**	*	45%	58%	-	*	-	-	36%	*	52%	33%	56%	48%
At Masters Grade Level	2023	20%	20%	**21%**	-	16%	27%	*	*	-	*	8%	*	24%	0%	13%	8%
	2022	30%	32%	**33%**	*	27%	50%	-	*	-	-	18%	*	33%	33%	36%	28%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**75%**	-	70%	82%	*	*	-	*	54%	*	78%	57%	69%	58%
	2022	71%	72%	**79%**	*	80%	75%	-	*	-	-	55%	*	81%	67%	76%	83%
At Meets Grade Level or Above	2023	45%	44%	**37%**	-	24%	55%	*	*	-	*	23%	*	33%	57%	26%	19%
	2022	43%	44%	**33%**	*	27%	42%	-	*	-	-	18%	*	35%	17%	29%	28%
At Masters Grade Level	2023	19%	18%	**13%**	-	8%	18%	*	*	-	*	8%	*	13%	14%	8%	8%
	2022	21%	22%	**12%**	*	14%	8%	-	*	-	-	9%	*	12%	17%	16%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**86%**	*	87%	80%	-	-	-	*	70%	*	86%	88%	84%	81%
	2022	77%	79%	**83%**	*	87%	77%	*	*	-	*	73%	*	84%	79%	82%	83%
At Meets Grade Level or Above	2023	48%	50%	**53%**	*	53%	60%	-	-	-	*	30%	*	51%	63%	51%	59%
	2022	54%	54%	**57%**	*	56%	69%	*	*	-	*	64%	*	59%	50%	56%	43%
At Masters Grade Level	2023	22%	22%	**19%**	*	15%	40%	-	-	-	*	0%	*	18%	25%	20%	15%
	2022	28%	28%	**31%**	*	31%	38%	*	*	-	*	45%	*	36%	14%	36%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**80%**	*	79%	80%	-	-	-	*	50%	*	80%	75%	78%	81%
	2022	70%	71%	**83%**	*	90%	69%	*	*	-	*	45%	*	86%	71%	82%	83%
At Meets Grade Level or Above	2023	48%	44%	**44%**	*	43%	50%	-	-	-	*	30%	*	43%	50%	41%	48%
	2022	43%	42%	**40%**	*	46%	23%	*	*	-	*	36%	*	43%	29%	40%	39%
At Masters Grade Level	2023	22%	19%	**14%**	*	15%	10%	-	-	-	*	10%	*	14%	13%	14%	22%
	2022	23%	20%	**12%**	*	13%	8%	*	*	-	*	18%	*	16%	0%	11%	9%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**86%**	*	88%	77%	*	-	-	*	75%	*	86%	87%	84%	79%
	2022	81%	84%	**88%**	*	86%	100%	-	-	-	*	75%	-	89%	88%	87%	69%
At Meets Grade Level or Above	2023	57%	61%	**59%**	*	64%	46%	*	-	-	*	50%	*	58%	60%	58%	42%
	2022	58%	60%	**69%**	*	65%	90%	-	-	-	*	38%	-	69%	69%	68%	46%
At Masters Grade Level	2023	28%	32%	**25%**	*	27%	23%	*	-	-	*	25%	*	33%	7%	19%	11%
	2022	36%	39%	**39%**	*	43%	40%	-	-	-	*	25%	-	37%	44%	42%	23%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**85%**	*	79%	93%	*	-	-	*	75%	*	87%	81%	82%	79%
	2022	77%	79%	**90%**	*	89%	90%	-	-	-	*	88%	-	94%	81%	92%	77%
At Meets Grade Level or Above	2023	51%	51%	**44%**	*	47%	33%	*	-	-	*	25%	*	47%	38%	44%	37%
	2022	48%	48%	**43%**	*	41%	60%	-	-	-	*	38%	-	43%	44%	47%	15%
At Masters Grade Level	2023	21%	22%	**17%**	*	21%	7%	*	-	-	*	13%	*	24%	0%	11%	16%
	2022	25%	24%	**20%**	*	22%	20%	-	-	-	*	25%	-	17%	25%	21%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**59%**	*	56%	67%	*	-	-	*	38%	*	63%	50%	56%	37%
	2022	66%	71%	**71%**	*	68%	80%	-	-	-	*	38%	-	71%	69%	71%	62%
At Meets Grade Level or Above	2023	36%	42%	**31%**	*	29%	27%	*	-	-	*	25%	*	39%	13%	27%	16%
	2022	38%	43%	**33%**	*	38%	30%	-	-	-	*	25%	-	31%	38%	37%	15%
At Masters Grade Level	2023	16%	19%	**11%**	*	6%	13%	*	-	-	*	25%	*	13%	6%	4%	5%
	2022	18%	20%	**16%**	*	16%	20%	-	-	-	*	25%	-	11%	25%	13%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**79%**	88%	77%	81%	100%	*	-	90%	57%	100%	80%	75%	76%	71%
	2022	74%	76%	**83%**	55%	83%	83%	*	*	-	100%	65%	88%	85%	77%	82%	79%
At Meets Grade Level or Above	2023	49%	53%	**45%**	38%	43%	47%	100%	*	-	60%	30%	88%	46%	43%	41%	35%
	2022	48%	50%	**46%**	36%	45%	53%	*	*	-	27%	37%	63%	47%	43%	47%	36%
At Masters Grade Level	2023	20%	22%	**17%**	0%	15%	19%	100%	*	-	10%	11%	38%	19%	8%	13%	12%
	2022	23%	24%	**23%**	0%	23%	26%	*	*	-	0%	24%	25%	23%	23%	25%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**85%**	*	84%	82%	*	*	-	*	61%	100%	83%	90%	82%	78%
	2022	75%	76%	**86%**	40%	86%	89%	*	*	-	*	77%	*	86%	83%	84%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**54%**	*	52%	59%	*	*	-	*	35%	86%	53%	57%	50%	40%
	2022	53%	53%	**58%**	20%	55%	71%	*	*	-	*	47%	*	59%	56%	59%	46%
At Masters Grade Level	2023	20%	21%	**22%**	*	19%	29%	*	*	-	*	10%	43%	24%	10%	18%	11%
	2022	25%	25%	**34%**	0%	33%	43%	*	*	-	*	30%	*	35%	31%	38%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**80%**	*	76%	86%	*	*	-	*	58%	100%	81%	74%	77%	72%
	2022	72%	75%	**84%**	80%	86%	77%	*	*	-	*	60%	*	86%	75%	83%	82%
At Meets Grade Level or Above	2023	45%	46%	**42%**	*	38%	44%	*	*	-	*	26%	100%	41%	45%	38%	35%
	2022	42%	44%	**38%**	60%	38%	40%	*	*	-	*	30%	*	40%	33%	38%	29%
At Masters Grade Level	2023	19%	18%	**15%**	*	14%	11%	*	*	-	*	10%	29%	16%	6%	11%	15%
	2022	20%	21%	**14%**	0%	16%	11%	*	*	-	*	17%	*	15%	14%	16%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**59%**	*	56%	67%	*	-	-	*	38%	*	63%	50%	56%	37%
	2022	76%	78%	**71%**	*	68%	80%	-	-	-	*	38%	-	71%	69%	71%	62%
At Meets Grade Level or Above	2023	47%	54%	**31%**	*	29%	27%	*	-	-	*	25%	*	39%	13%	27%	16%
	2022	47%	51%	**33%**	*	38%	30%	-	-	-	*	25%	-	31%	38%	37%	15%
At Masters Grade Level	2023	18%	23%	**11%**	*	6%	13%	*	-	-	*	25%	*	13%	6%	4%	5%
	2022	21%	24%	**16%**	*	16%	20%	-	-	-	*	25%	-	11%	25%	13%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**33%**	-	24%	45%	*	*	-	*	23%	*	31%	43%	23%	15%
	2022	36%	38%	**28%**	*	23%	33%	-	*	-	-	9%	*	29%	17%	27%	28%
Reading and Mathematics Including EOC	2023	37%	37%	**33%**	-	24%	45%	*	*	-	*	23%	*	31%	43%	23%	15%
	2022	36%	38%	**28%**	*	23%	33%	-	*	-	-	9%	*	29%	17%	27%	28%
Reading Including EOC	2023	50%	51%	**50%**	-	41%	73%	*	*	-	*	31%	*	51%	43%	41%	19%
	2022	51%	52%	**50%**	*	45%	58%	-	*	-	-	36%	*	52%	33%	56%	48%
Math Including EOC	2023	45%	44%	**37%**	-	24%	55%	*	*	-	*	23%	*	33%	57%	26%	19%
	2022	43%	45%	**33%**	*	27%	42%	-	*	-	-	18%	*	35%	17%	29%	28%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**36%**	*	36%	40%	-	-	-	*	20%	*	33%	50%	35%	44%
	2022	36%	34%	**33%**	*	38%	23%	*	*	-	*	36%	*	36%	21%	33%	35%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**36%**	*	36%	40%	-	-	-	*	20%	*	33%	50%	35%	44%
	2022	36%	34%	**33%**	*	38%	23%	*	*	-	*	36%	*	36%	21%	33%	35%
Reading Including EOC	2023	48%	50%	**53%**	*	53%	60%	-	-	-	*	30%	*	51%	63%	51%	59%
	2022	54%	54%	**57%**	*	56%	69%	*	*	-	*	64%	*	59%	50%	56%	43%
Math Including EOC	2023	48%	44%	**44%**	*	43%	50%	-	-	-	*	30%	*	43%	50%	41%	48%
	2022	43%	42%	**40%**	*	46%	23%	*	*	-	*	36%	*	43%	29%	40%	39%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**39%**	*	42%	31%	*	-	-	*	25%	*	39%	40%	37%	26%
	2022	41%	41%	**41%**	*	41%	60%	-	-	-	*	38%	-	40%	44%	45%	15%
Reading and Mathematics Including EOC	2023	43%	45%	**39%**	*	42%	31%	*	-	-	*	25%	*	39%	40%	37%	26%
	2022	41%	41%	**41%**	*	41%	60%	-	-	-	*	38%	-	40%	44%	45%	15%
Reading Including EOC	2023	57%	61%	**59%**	*	64%	46%	*	-	-	*	50%	*	58%	60%	58%	42%
	2022	58%	60%	**69%**	*	65%	90%	-	-	-	*	38%	-	69%	69%	68%	46%
Math Including EOC	2023	51%	51%	**44%**	*	47%	33%	*	-	-	*	25%	*	47%	38%	44%	37%
	2022	48%	48%	**43%**	*	41%	60%	-	-	-	*	38%	-	43%	44%	47%	15%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**36%**	*	34%	38%	*	*	-	*	23%	86%	34%	43%	32%	29%
	2022	34%	35%	**34%**	20%	33%	37%	*	*	-	*	27%	*	34%	31%	34%	28%
Reading and Mathematics Including EOC	2023	39%	41%	**36%**	*	34%	38%	*	*	-	*	23%	86%	34%	43%	32%	29%
	2022	36%	38%	**34%**	20%	33%	37%	*	*	-	*	27%	*	34%	31%	34%	28%
Reading Including EOC	2023	53%	56%	**54%**	*	52%	59%	*	*	-	*	35%	86%	53%	57%	50%	40%
	2022	53%	54%	**58%**	20%	55%	71%	*	*	-	*	47%	*	59%	56%	59%	46%
Math Including EOC	2023	47%	48%	**42%**	*	38%	44%	*	*	-	*	26%	100%	41%	45%	38%	35%
	2022	43%	46%	**38%**	60%	38%	40%	*	*	-	*	30%	*	40%	33%	38%	29%

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

Texas Education Agency
2022-23 Progress (TAPR)
DAVID E SMITH EL (220902102) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**65%**	*	64%	70%	-	-	-	*	50%	*	62%	88%	61%	65%
Grade 4 Mathematics	2023	63%	57%	**66%**	*	61%	85%	-	-	-	*	45%	*	64%	81%	64%	69%
Grade 5 ELA/Reading	2023	65%	69%	**63%**	*	66%	50%	*	-	-	*	38%	*	63%	65%	61%	55%
Grade 5 Mathematics	2023	71%	72%	**72%**	*	74%	63%	*	-	-	*	75%	*	66%	89%	70%	76%
All Grades Both Subjects	2023	64%	65%	**67%**	83%	65%	66%	*	-	-	*	51%	96%	63%	80%	64%	66%
All Grades ELA/Reading	2023	63%	65%	**64%**	*	65%	59%	*	-	-	*	44%	92%	62%	74%	61%	61%
All Grades Mathematics	2023	66%	66%	**69%**	*	66%	72%	*	-	-	*	58%	100%	65%	86%	67%	72%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**57%**	-	67%	*	-	-	-	-	*	-	50%	*	50%	60%
Grade 4 Mathematics	2023	27%	27%	**25%**	-	22%	*	-	-	-	*	0%	-	20%	*	20%	40%
Grade 5 ELA/Reading	2023	37%	35%	**44%**	*	*	*	-	-	-	-	*	-	50%	*	44%	*
Grade 5 Mathematics	2023	48%	53%	**60%**	*	50%	*	-	-	-	-	60%	-	*	67%	56%	*
All Grades Both Subjects	2023	38%	40%	**45%**	*	44%	30%	-	-	-	*	23%	-	38%	58%	41%	39%
All Grades ELA/Reading	2023	35%	39%	**50%**	*	60%	20%	-	-	-	-	*	-	50%	*	47%	44%
All Grades Mathematics	2023	40%	41%	**41%**	*	33%	40%	-	-	-	*	30%	-	29%	63%	37%	33%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**79%**	75%	-	-	-	75%	-	59%	59%	-	-	*	85%	70%	*
	2022	74%	76%	**83%**	81%	-	-	-	81%	-	72%	72%	-	-	-	85%	79%	-
At Meets Grade Level or Above	2023	49%	53%	**45%**	39%	-	-	-	39%	-	21%	21%	-	-	*	53%	34%	*
	2022	48%	50%	**46%**	34%	-	-	-	34%	-	42%	42%	-	-	-	52%	36%	-
At Masters Grade Level	2023	20%	22%	**17%**	10%	-	-	-	10%	-	13%	13%	-	-	*	21%	11%	*
	2022	23%	24%	**23%**	13%	-	-	-	13%	-	25%	25%	-	-	-	27%	16%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**85%**	79%	-	-	-	79%	-	76%	76%	-	-	*	90%	77%	*
	2022	75%	76%	**86%**	80%	-	-	-	80%	-	76%	76%	-	-	-	89%	80%	-
At Meets Grade Level or Above	2023	53%	56%	**54%**	45%	-	-	-	45%	-	24%	24%	-	-	*	64%	39%	*
	2022	53%	53%	**58%**	46%	-	-	-	46%	-	47%	47%	-	-	-	66%	46%	-
At Masters Grade Level	2023	20%	21%	**22%**	9%	-	-	-	9%	-	12%	12%	-	-	*	30%	10%	*
	2022	25%	25%	**34%**	17%	-	-	-	17%	-	35%	35%	-	-	-	41%	23%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**80%**	77%	-	-	-	77%	-	59%	59%	-	-	*	86%	72%	*
	2022	72%	75%	**84%**	87%	-	-	-	87%	-	65%	65%	-	-	-	85%	82%	-
At Meets Grade Level or Above	2023	45%	46%	**42%**	38%	-	-	-	38%	-	24%	24%	-	-	*	47%	34%	*
	2022	42%	44%	**38%**	28%	-	-	-	28%	-	35%	35%	-	-	-	44%	29%	-
At Masters Grade Level	2023	19%	18%	**15%**	13%	-	-	-	13%	-	18%	18%	-	-	*	14%	14%	*
	2022	20%	21%	**14%**	11%	-	-	-	11%	-	18%	18%	-	-	-	16%	12%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**59%**	50%	-	-	-	50%	-	0%	0%	-	-	*	71%	33%	*
	2022	76%	78%	**71%**	55%	-	-	-	55%	-	*	*	-	-	-	74%	62%	-
At Meets Grade Level or Above	2023	47%	54%	**31%**	17%	-	-	-	17%	-	0%	0%	-	-	*	40%	11%	*
	2022	47%	51%	**33%**	9%	-	-	-	9%	-	*	*	-	-	-	39%	15%	-
At Masters Grade Level	2023	18%	23%	**11%**	0%	-	-	-	0%	-	0%	0%	-	-	*	14%	0%	*
	2022	21%	24%	**16%**	0%	-	-	-	0%	-	*	*	-	-	-	21%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**67%**	69%	-	-	-	69%	-	60%	60%	-	-	*	67%	66%	*
All Grades ELA/Reading	2023	63%	65%	**64%**	65%	-	-	-	65%	-	50%	50%	-	-	*	67%	60%	*
All Grades Mathematics	2023	66%	66%	**69%**	74%	-	-	-	74%	-	70%	70%	-	-	*	67%	71%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**45%**	50%	-	-	-	50%	-	25%	25%	-	-	-	50%	39%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DAVID E SMITH EL (220902102) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**50%**	50%	-	-	-	50%	-	*	*	-	-	-	57%	44%	-
All Grades Mathematics	2023	40%	41%	**41%**	*	-	-	-	*	-	20%	20%	-	-	-	46%	33%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	94%	100%	98%	100%	100%	-	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	92%	**90%**	47%	93%	94%	100%	44%	-	83%	85%	100%	94%	78%	92%	91%
Not Included in Accountability: Mobile	4%	4%	**6%**	35%	5%	3%	0%	0%	-	17%	11%	0%	2%	20%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	12%	1%	0%	0%	56%	-	0%	2%	0%	3%	0%	3%	6%
Not Tested	1%	1%	**1%**	6%	0%	2%	0%	0%	-	0%	1%	0%	1%	2%	1%	0%
Absent	1%	1%	**1%**	6%	0%	2%	0%	0%	-	0%	1%	0%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	100%	99%	95%	*	*	-	100%	100%	100%	99%	98%	99%	100%
Included in Accountability	92%	91%	**90%**	43%	93%	92%	*	*	-	80%	86%	100%	94%	75%	91%	90%
Not Included in Accountability: Mobile	4%	4%	**6%**	43%	5%	3%	*	*	-	20%	11%	0%	1%	23%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	14%	2%	0%	*	*	-	0%	3%	0%	4%	0%	3%	6%
Not Tested	1%	1%	**2%**	0%	1%	5%	*	*	-	0%	0%	0%	1%	3%	1%	0%
Absent	1%	1%	**2%**	0%	1%	5%	*	*	-	0%	0%	0%	1%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	86%	100%	100%	*	*	-	100%	97%	100%	100%	98%	99%	100%
Included in Accountability	94%	93%	**92%**	43%	94%	97%	*	*	-	80%	86%	100%	96%	78%	93%	91%
Not Included in Accountability: Mobile	5%	4%	**6%**	29%	5%	3%	*	*	-	20%	8%	0%	1%	20%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	14%	1%	0%	*	*	-	0%	3%	0%	3%	0%	3%	5%
Not Tested	1%	1%	**1%**	14%	0%	0%	*	*	-	0%	3%	0%	0%	3%	1%	0%
Absent	1%	0%	**1%**	14%	0%	0%	*	*	-	0%	3%	0%	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	*	92%	94%	*	*	-	*	80%	*	93%	84%	92%	90%
Not Included in Accountability: Mobile	4%	4%	**8%**	*	8%	6%	*	*	-	*	20%	*	5%	16%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	0%	0%	*	*	-	*	0%	*	2%	0%	2%	5%
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	96%	91%	*	*	-	85%	97%	80%	98%	85%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	3%	9%	*	*	-	15%	3%	20%	2%	13%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	100%	96%	92%	*	*	-	80%	97%	80%	98%	86%	97%	94%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	3%	8%	*	*	-	20%	3%	20%	2%	12%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	96%	92%	*	*	-	80%	97%	80%	98%	86%	97%	94%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	3%	8%	*	*	-	20%	3%	20%	2%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**93%**	*	95%	83%	-	-	-	*	100%	-	97%	84%	95%	87%
Not Included in Accountability: Mobile	4%	4%	**7%**	*	5%	17%	-	-	-	*	0%	-	3%	16%	5%	13%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.5%**	93.4%	94.9%	93.3%	*	*	-	94.2%	93.5%	94.4%	95.6%
2020-21	95.0%	95.7%	**95.8%**	94.4%	95.8%	95.5%	*	*	-	*	95.3%	95.5%	96.4%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**13.8%**	36.4%	12.2%	15.2%	*	0.0%	-	23.1%	12.5%	13.9%	10.7%
2020-21	15.0%	12.4%	**11.4%**	27.3%	11.2%	11.4%	*	*	-	*	14.3%	12.3%	10.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	363	100.0%	22,581	5,504,150	364	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	22	6.1%	3.9%	4.4%	22	6.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	22	6.1%	3.4%	3.7%	22	6.0%	3.4%	3.7%
Kindergarten	58	16.0%	6.8%	6.7%	58	15.9%	6.8%	6.7%
Grade 1	47	12.9%	6.9%	7.2%	48	13.2%	6.9%	7.2%
Grade 2	60	16.5%	7.0%	7.2%	60	16.5%	7.0%	7.2%
Grade 3	56	15.4%	7.1%	7.2%	56	15.4%	7.1%	7.1%
Grade 4	62	17.1%	7.1%	7.2%	62	17.0%	7.1%	7.1%
Grade 5	58	16.0%	7.0%	7.2%	58	15.9%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	7	1.9%	9.8%	12.8%	7	1.9%	9.8%	12.8%
Hispanic	261	71.9%	45.6%	53.0%	261	71.7%	45.6%	52.9%
White	76	20.9%	35.3%	25.6%	77	21.2%	35.4%	25.7%
American Indian	2	0.6%	0.4%	0.3%	2	0.5%	0.4%	0.3%
Asian	8	2.2%	4.5%	5.1%	8	2.2%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	9	2.5%	3.9%	3.0%	9	2.5%	3.9%	3.0%
Sex:								
Female	192	52.9%	48.4%	48.8%	192	52.7%	48.3%	48.8%
Male	171	47.1%	51.6%	51.2%	172	47.3%	51.7%	51.2%
Economically Disadvantaged	295	81.3%	63.5%	62.1%	295	81.0%	63.4%	62.0%
Non-Educationally Disadvantaged	68	18.7%	36.5%	37.9%	69	19.0%	36.6%	38.0%
Section 504 Students	13	3.6%	9.6%	7.4%	13	3.6%	9.5%	7.4%
EB Students/EL	157	43.3%	25.0%	23.1%	157	43.1%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	6	1.4%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	20	5.5%	7.8%	5.5%	20	5.5%	7.8%	5.5%
Foster Care	2	0.6%	0.2%	0.2%	2	0.5%	0.2%	0.2%
Homeless	2	0.6%	0.8%	1.3%	2	0.5%	0.8%	1.3%
Immigrant	6	1.7%	2.0%	2.2%	6	1.6%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	363	100.0%	54.1%	64.6%	364	100.0%	54.1%	64.6%
Military Connected	3	0.8%	0.7%	3.6%	3	0.8%	0.7%	3.6%
At-Risk	283	78.0%	64.3%	53.3%	283	77.7%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	154	42.4%	24.8%	23.2%	154	42.3%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	19	5.2%	7.0%	8.2%	19	5.2%	7.0%	8.2%
Special Education	72	19.8%	12.6%	12.6%	73	20.1%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability Students with Intellectual Disabilities	15	20.8%	40.4%	44.1%				
Students with Physical Disabilities	39	54.2%	23.7%	20.0%				
Students with Autism	7	9.7%	18.0%	15.5%				
Students with Behavioral Disabilities	11	15.3%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	43	13.4%	14.4%	16.8%				
By Ethnicity: African American	5	1.6%	2.6%	3.3%				
Hispanic	23	7.2%	6.0%	8.7%				
White	10	3.1%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	1.6%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	12.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	13	9.9%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	36	13.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	71	21.2%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	5.4%	3.0%	1.5%	36.4%	5.6%	4.5%
Grade 1	7.8%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	7.7%	1.8%	2.0%
Grade 3	2.0%	1.3%	0.8%	7.1%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.6	20.3	18.7
Grade 1	17.6	20.3	19.1
Grade 2	19.0	19.5	19.1
Grade 3	17.0	19.3	19.3
Grade 4	18.5	21.1	19.4
Grade 5	22.1	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	35.6	77.8%	67.6%	64.1%
Teachers	25.9	56.6%	50.4%	48.7%
Professional Support	7.7	16.8%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.4%	3.2%	3.3%
Educational Aides:	10.2	22.2%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	13.6	29.7%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.9%	5.0%	11.8%
Hispanic	7.5	28.9%	16.0%	29.6%
White	17.1	66.0%	75.3%	54.9%
American Indian	0.1	0.5%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.2	0.8%	1.5%	1.2%
Teachers by Sex:				
Males	2.0	7.7%	23.2%	24.4%
Females	23.9	92.3%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	14.2	54.6%	72.1%	72.2%
Masters	11.8	45.4%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.5%	9.7%
1-5 Years Experience	1.5	5.7%	23.2%	26.3%
6-10 Years Experience	8.6	33.2%	22.7%	20.5%
11-20 Years Experience	6.2	23.9%	27.9%	27.2%
21-30 Years Experience	8.5	32.6%	13.5%	13.3%
Over 30 Years Experience	1.2	4.6%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
DAVID E SMITH EL (220902102) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.0	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.7	6.1
Average Years Experience of Principals with District	2.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	17.3	11.5	11.0
Average Years Experience of Teachers with District:	11.9	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$59,919	$53,300
1-5 Years Experience	$80,808	$60,212	$56,516
6-10 Years Experience	$61,223	$61,624	$59,732
11-20 Years Experience	$63,853	$64,485	$63,389
21-30 Years Experience	$68,391	$69,454	$67,876
Over 30 Years Experience	$78,969	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$66,124	$63,500	$60,717
Professional Support	$65,731	$76,823	$72,022
Campus Administration (School Leadership)	$84,211	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	6.2	23.8%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.4	13.0%	7.3%	3.2%
Gifted and Talented Education	0.6	2.2%	0.9%	1.7%
Regular Education	13.1	50.3%	63.5%	70.6%
Special Education	2.7	10.6%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: W T FRANCISCO EL

Campus Number: 220902103

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**82%**	-	79%	86%	-	*	-	-	*	-	79%	91%	83%	74%
	2022	76%	77%	**80%**	*	76%	86%	-	86%	-	-	*	-	84%	67%	76%	72%
At Meets Grade Level or Above	2023	50%	51%	**42%**	-	38%	57%	-	*	-	-	*	-	44%	36%	40%	35%
	2022	51%	52%	**51%**	*	42%	71%	-	71%	-	-	*	-	54%	42%	44%	38%
At Masters Grade Level	2023	20%	20%	**13%**	-	18%	0%	-	*	-	-	*	-	12%	18%	12%	9%
	2022	30%	32%	**31%**	*	27%	43%	-	43%	-	-	*	-	30%	33%	27%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**71%**	-	65%	86%	-	*	-	-	*	-	71%	73%	71%	70%
	2022	71%	72%	**75%**	*	72%	86%	-	86%	-	-	*	-	81%	58%	73%	79%
At Meets Grade Level or Above	2023	45%	44%	**38%**	-	35%	29%	-	*	-	-	*	-	44%	18%	38%	35%
	2022	43%	44%	**31%**	*	19%	71%	-	43%	-	-	*	-	31%	33%	25%	21%
At Masters Grade Level	2023	19%	18%	**9%**	-	9%	14%	-	*	-	-	*	-	12%	0%	7%	4%
	2022	21%	22%	**21%**	*	6%	57%	-	43%	-	-	*	-	19%	25%	15%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**77%**	*	78%	70%	-	-	-	-	*	*	74%	85%	74%	71%
	2022	77%	79%	**83%**	*	93%	69%	-	*	-	-	*	*	87%	76%	83%	96%
At Meets Grade Level or Above	2023	48%	50%	**43%**	*	47%	40%	-	-	-	-	*	*	42%	46%	38%	33%
	2022	54%	54%	**51%**	*	55%	38%	-	*	-	-	*	*	47%	59%	50%	61%
At Masters Grade Level	2023	22%	22%	**11%**	*	13%	10%	-	-	-	-	*	*	16%	0%	13%	10%
	2022	28%	28%	**19%**	*	24%	8%	-	*	-	-	*	*	20%	18%	19%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**59%**	*	53%	80%	-	-	-	-	*	*	58%	62%	56%	48%
	2022	70%	71%	**91%**	*	100%	85%	-	*	-	-	*	*	90%	94%	89%	100%
At Meets Grade Level or Above	2023	48%	44%	**32%**	*	25%	60%	-	-	-	-	*	*	32%	31%	28%	14%
	2022	43%	42%	**57%**	*	66%	46%	-	*	-	-	*	*	63%	47%	56%	70%
At Masters Grade Level	2023	22%	19%	**7%**	*	6%	10%	-	-	-	-	*	*	6%	8%	8%	0%
	2022	23%	20%	**34%**	*	34%	38%	-	*	-	-	*	*	37%	29%	31%	39%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**87%**	-	93%	73%	-	*	-	-	*	-	90%	75%	85%	95%
	2022	81%	84%	**83%**	*	82%	100%	-	75%	-	*	*	-	80%	91%	81%	78%
At Meets Grade Level or Above	2023	57%	61%	**67%**	-	67%	64%	-	*	-	-	*	-	71%	50%	64%	65%
	2022	58%	60%	**50%**	*	50%	50%	-	50%	-	*	*	-	51%	45%	44%	48%
At Masters Grade Level	2023	28%	32%	**21%**	-	26%	9%	-	*	-	-	*	-	19%	25%	21%	20%
	2022	36%	39%	**22%**	*	29%	0%	-	13%	-	*	*	-	23%	18%	19%	26%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**90%**	-	93%	82%	-	*	-	-	*	-	90%	88%	88%	90%
	2022	77%	79%	**70%**	*	68%	67%	-	75%	-	*	*	-	69%	73%	67%	70%
At Meets Grade Level or Above	2023	51%	51%	**56%**	-	56%	55%	-	*	-	-	*	-	61%	38%	52%	55%
	2022	48%	48%	**30%**	*	25%	17%	-	38%	-	*	*	-	31%	27%	31%	26%
At Masters Grade Level	2023	21%	22%	**15%**	-	11%	18%	-	*	-	-	*	-	16%	13%	15%	10%
	2022	25%	24%	**7%**	*	7%	0%	-	13%	-	*	*	-	6%	9%	8%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**62%**	-	56%	73%	-	*	-	-	*	-	61%	63%	55%	55%
	2022	66%	71%	**72%**	*	68%	100%	-	63%	-	*	*	-	71%	73%	67%	65%
At Meets Grade Level or Above	2023	36%	42%	**36%**	-	26%	55%	-	*	-	-	*	-	39%	25%	33%	20%
	2022	38%	43%	**46%**	*	32%	100%	-	50%	-	*	*	-	43%	55%	36%	39%
At Masters Grade Level	2023	16%	19%	**10%**	-	11%	9%	-	*	-	-	*	-	13%	0%	12%	10%
	2022	18%	20%	**15%**	*	14%	17%	-	13%	-	*	*	-	11%	27%	11%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**75%**	*	73%	78%	-	100%	-	-	18%	*	75%	76%	73%	72%
	2022	74%	76%	**79%**	64%	80%	83%	-	77%	-	67%	54%	*	80%	77%	76%	80%
At Meets Grade Level or Above	2023	49%	53%	**44%**	*	41%	52%	-	73%	-	-	5%	*	48%	35%	41%	36%
	2022	48%	50%	**45%**	27%	41%	53%	-	55%	-	67%	29%	*	45%	45%	41%	42%
At Masters Grade Level	2023	20%	22%	**12%**	*	13%	10%	-	9%	-	-	0%	*	13%	8%	12%	9%
	2022	23%	24%	**21%**	9%	20%	24%	-	25%	-	22%	17%	*	21%	23%	19%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**82%**	*	83%	75%	-	100%	-	-	22%	*	81%	84%	81%	80%
	2022	75%	76%	**82%**	60%	83%	81%	-	83%	-	*	60%	*	83%	78%	80%	81%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**50%**	*	49%	54%	-	60%	-	-	0%	*	52%	44%	46%	44%
	2022	53%	53%	**51%**	20%	49%	50%	-	67%	-	*	20%	*	51%	50%	46%	48%
At Masters Grade Level	2023	20%	21%	**15%**	*	18%	7%	-	0%	-	-	0%	*	16%	13%	15%	13%
	2022	25%	25%	**24%**	0%	27%	15%	-	28%	-	*	20%	*	25%	23%	22%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**73%**	*	69%	82%	-	100%	-	-	22%	*	73%	72%	71%	69%
	2022	72%	75%	**79%**	60%	80%	81%	-	78%	-	*	50%	*	79%	78%	76%	82%
At Meets Grade Level or Above	2023	45%	46%	**41%**	*	38%	50%	-	80%	-	-	11%	*	46%	28%	39%	34%
	2022	42%	44%	**40%**	40%	36%	46%	-	44%	-	*	30%	*	41%	38%	37%	38%
At Masters Grade Level	2023	19%	18%	**10%**	*	9%	14%	-	20%	-	-	0%	*	11%	6%	10%	5%
	2022	20%	21%	**21%**	20%	16%	35%	-	28%	-	*	10%	*	20%	23%	18%	19%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**62%**	-	56%	73%	-	*	-	-	*	-	61%	63%	55%	55%
	2022	76%	78%	**72%**	*	68%	100%	-	63%	-	*	*	-	71%	73%	67%	65%
At Meets Grade Level or Above	2023	47%	54%	**36%**	-	26%	55%	-	*	-	-	*	-	39%	25%	33%	20%
	2022	47%	51%	**46%**	*	32%	100%	-	50%	-	*	*	-	43%	55%	36%	39%
At Masters Grade Level	2023	18%	23%	**10%**	-	11%	9%	-	*	-	-	*	-	13%	0%	12%	10%
	2022	21%	24%	**15%**	*	14%	17%	-	13%	-	*	*	-	11%	27%	11%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**24%**	-	24%	29%	-	*	-	-	*	-	26%	18%	24%	17%
	2022	36%	38%	**29%**	*	16%	71%	-	43%	-	-	*	-	31%	25%	23%	18%
Reading and Mathematics Including EOC	2023	37%	37%	**24%**	-	24%	29%	-	*	-	-	*	-	26%	18%	24%	17%
	2022	36%	38%	**29%**	*	16%	71%	-	43%	-	-	*	-	31%	25%	23%	18%
Reading Including EOC	2023	50%	51%	**42%**	-	38%	57%	-	*	-	-	*	-	44%	36%	40%	35%
	2022	51%	52%	**51%**	*	42%	71%	-	71%	-	-	*	-	54%	42%	44%	38%
Math Including EOC	2023	45%	44%	**38%**	-	35%	29%	-	*	-	-	*	-	44%	18%	38%	35%
	2022	43%	45%	**31%**	*	19%	71%	-	43%	-	-	*	-	31%	33%	25%	21%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**23%**	*	25%	20%	-	-	-	-	*	*	29%	8%	21%	14%
	2022	36%	34%	**41%**	*	43%	38%	-	*	-	-	*	*	40%	44%	39%	45%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**23%**	*	25%	20%	-	-	-	-	*	*	29%	8%	21%	14%
	2022	36%	34%	**41%**	*	43%	38%	-	*	-	-	*	*	40%	44%	39%	45%
Reading Including EOC	2023	48%	50%	**43%**	*	47%	40%	-	-	-	-	*	*	42%	46%	38%	33%
	2022	54%	54%	**50%**	*	54%	38%	-	*	-	-	*	*	47%	56%	50%	59%
Math Including EOC	2023	48%	44%	**32%**	*	25%	60%	-	-	-	-	*	*	32%	31%	28%	14%
	2022	43%	42%	**57%**	*	64%	46%	-	*	-	-	*	*	63%	44%	56%	68%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**49%**	-	48%	45%	-	*	-	-	*	-	52%	38%	45%	45%
	2022	41%	41%	**24%**	*	21%	17%	-	25%	-	*	*	-	23%	27%	22%	17%
Reading and Mathematics Including EOC	2023	43%	45%	**49%**	-	48%	45%	-	*	-	-	*	-	52%	38%	45%	45%
	2022	41%	41%	**24%**	*	21%	17%	-	25%	-	*	*	-	23%	27%	22%	17%
Reading Including EOC	2023	57%	61%	**67%**	-	67%	64%	-	*	-	-	*	-	71%	50%	64%	65%
	2022	58%	60%	**50%**	*	50%	50%	-	50%	-	*	*	-	51%	45%	44%	48%
Math Including EOC	2023	51%	51%	**56%**	-	56%	55%	-	*	-	-	*	-	61%	38%	52%	55%
	2022	48%	48%	**30%**	*	25%	17%	-	38%	-	*	*	-	31%	27%	31%	26%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**31%**	*	31%	32%	-	40%	-	-	0%	*	35%	19%	29%	25%
	2022	34%	35%	**31%**	20%	26%	42%	-	39%	-	*	20%	*	31%	33%	28%	26%
Reading and Mathematics Including EOC	2023	39%	41%	**31%**	*	31%	32%	-	40%	-	-	0%	*	35%	19%	29%	25%
	2022	36%	38%	**31%**	20%	26%	42%	-	39%	-	*	20%	*	31%	33%	28%	26%
Reading Including EOC	2023	53%	56%	**50%**	*	49%	54%	-	60%	-	-	0%	*	52%	44%	46%	44%
	2022	53%	54%	**50%**	20%	48%	50%	-	67%	-	*	20%	*	51%	49%	46%	47%
Math Including EOC	2023	47%	48%	**41%**	*	38%	50%	-	80%	-	-	11%	*	46%	28%	39%	34%
	2022	43%	46%	**39%**	40%	35%	46%	-	44%	-	*	30%	*	41%	36%	37%	37%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**44%**	*	47%	35%	-	-	-	-	*	*	52%	27%	47%	52%
Grade 4 Mathematics	2023	63%	57%	**36%**	*	37%	40%	-	-	-	-	*	*	40%	27%	38%	30%
Grade 5 ELA/Reading	2023	65%	69%	**71%**	-	71%	77%	-	*	-	-	*	-	71%	71%	72%	70%
Grade 5 Mathematics	2023	71%	72%	**55%**	-	56%	50%	-	*	-	-	*	-	56%	50%	56%	53%
All Grades Both Subjects	2023	64%	65%	**51%**	*	52%	51%	-	*	-	-	41%	*	55%	39%	52%	51%
All Grades ELA/Reading	2023	63%	65%	**57%**	*	58%	57%	-	*	-	-	38%	*	61%	43%	58%	61%
All Grades Mathematics	2023	66%	66%	**45%**	*	46%	45%	-	*	-	-	44%	*	48%	35%	46%	41%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**38%**	-	38%	-	-	-	-	-	*	*	33%	*	38%	43%
Grade 4 Mathematics	2023	27%	27%	**33%**	-	33%	-	-	-	-	-	*	*	43%	*	33%	40%
Grade 5 ELA/Reading	2023	37%	35%	**17%**	-	*	*	-	-	-	-	*	-	*	*	17%	*
Grade 5 Mathematics	2023	48%	53%	*	-	*	*	-	-	-	-	*	-	*	*	*	*
All Grades Both Subjects	2023	38%	40%	**31%**	-	33%	20%	-	-	-	-	0%	*	33%	25%	31%	40%
All Grades ELA/Reading	2023	35%	39%	**29%**	-	36%	*	-	-	-	-	0%	*	22%	40%	29%	44%
All Grades Mathematics	2023	40%	41%	**33%**	-	30%	*	-	-	-	-	0%	*	44%	*	33%	33%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**75%**	68%	-	-	-	68%	-	84%	84%	-	-	*	79%	71%	*
	2022	74%	76%	**79%**	76%	-	-	-	76%	-	82%	82%	-	-	100%	78%	79%	*
At Meets Grade Level or Above	2023	49%	53%	**44%**	33%	-	-	-	33%	-	47%	47%	-	-	*	52%	35%	*
	2022	48%	50%	**45%**	39%	-	-	-	39%	-	48%	48%	-	-	20%	48%	42%	*
At Masters Grade Level	2023	20%	22%	**12%**	9%	-	-	-	9%	-	6%	6%	-	-	*	16%	8%	*
	2022	23%	24%	**21%**	20%	-	-	-	20%	-	19%	19%	-	-	0%	22%	19%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**82%**	74%	-	-	-	74%	-	93%	93%	-	-	*	84%	79%	*
	2022	75%	76%	**82%**	74%	-	-	-	74%	-	92%	92%	-	-	*	82%	81%	*
At Meets Grade Level or Above	2023	53%	56%	**50%**	40%	-	-	-	40%	-	53%	53%	-	-	*	56%	43%	*
	2022	53%	53%	**51%**	44%	-	-	-	44%	-	54%	54%	-	-	*	54%	47%	*
At Masters Grade Level	2023	20%	21%	**15%**	15%	-	-	-	15%	-	7%	7%	-	-	*	17%	13%	*
	2022	25%	25%	**24%**	26%	-	-	-	26%	-	15%	15%	-	-	*	25%	22%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**73%**	66%	-	-	-	66%	-	80%	80%	-	-	*	77%	68%	*
	2022	72%	75%	**79%**	79%	-	-	-	79%	-	85%	85%	-	-	*	75%	82%	*
At Meets Grade Level or Above	2023	45%	46%	**41%**	30%	-	-	-	30%	-	47%	47%	-	-	*	48%	33%	*
	2022	42%	44%	**40%**	33%	-	-	-	33%	-	46%	46%	-	-	*	42%	37%	*
At Masters Grade Level	2023	19%	18%	**10%**	2%	-	-	-	2%	-	7%	7%	-	-	*	16%	3%	*
	2022	20%	21%	**21%**	14%	-	-	-	14%	-	23%	23%	-	-	*	22%	18%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**62%**	56%	-	-	-	56%	-	*	*	-	-	*	68%	53%	*
	2022	76%	78%	**72%**	75%	-	-	-	75%	-	50%	50%	-	-	*	78%	65%	-
At Meets Grade Level or Above	2023	47%	54%	**36%**	19%	-	-	-	19%	-	*	*	-	-	*	53%	16%	*
	2022	47%	51%	**46%**	42%	-	-	-	42%	-	40%	40%	-	-	*	52%	39%	-
At Masters Grade Level	2023	18%	23%	**10%**	13%	-	-	-	13%	-	*	*	-	-	*	11%	11%	*
	2022	21%	24%	**15%**	17%	-	-	-	17%	-	20%	20%	-	-	*	13%	17%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**51%**	56%	-	-	-	56%	-	29%	29%	-	-	*	51%	51%	*
All Grades ELA/Reading	2023	63%	65%	**57%**	67%	-	-	-	67%	-	42%	42%	-	-	*	52%	63%	*
All Grades Mathematics	2023	66%	66%	**45%**	45%	-	-	-	45%	-	17%	17%	-	-	*	49%	40%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**31%**	40%	-	-	-	40%	-	-	-	-	-	-	18%	40%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

W T FRANCISCO EL (220902103) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**29%**	44%	-	-	-	44%	-	-	-	-	-	-	0%	44%	-
All Grades Mathematics	2023	40%	41%	**33%**	33%	-	-	-	33%	-	-	-	-	-	-	33%	33%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**83%**	*	86%	94%	-	33%	-	-	65%	*	88%	69%	84%	73%
Not Included in Accountability: Mobile	4%	4%	**9%**	*	10%	3%	-	12%	-	-	15%	*	3%	23%	7%	12%
Not Included in Accountability: Other Exclusions	2%	3%	**9%**	*	4%	3%	-	55%	-	-	21%	*	9%	9%	9%	15%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**83%**	*	86%	93%	-	33%	-	-	64%	*	88%	70%	83%	73%
Not Included in Accountability: Mobile	4%	4%	**8%**	*	9%	3%	-	13%	-	-	14%	*	3%	22%	7%	11%
Not Included in Accountability: Other Exclusions	3%	5%	**9%**	*	5%	3%	-	53%	-	-	21%	*	9%	9%	9%	16%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**82%**	*	85%	93%	-	33%	-	-	64%	*	88%	68%	83%	73%
Not Included in Accountability: Mobile	5%	4%	**9%**	*	10%	3%	-	13%	-	-	14%	*	3%	23%	7%	11%
Not Included in Accountability: Other Exclusions	1%	2%	**9%**	*	5%	3%	-	53%	-	-	21%	*	9%	9%	9%	16%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**85%**	-	84%	100%	-	*	-	-	67%	-	91%	67%	87%	74%
Not Included in Accountability: Mobile	4%	4%	**9%**	-	13%	0%	-	*	-	-	17%	-	3%	25%	8%	15%
Not Included in Accountability: Other Exclusions	1%	2%	**7%**	-	3%	0%	-	*	-	-	17%	-	6%	8%	5%	11%
Not Tested	1%	1%	**0%**	-	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	-	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	99%
Included in Accountability	93%	94%	**89%**	85%	90%	82%	-	96%	-	100%	73%	*	95%	76%	91%	94%
Not Included in Accountability: Mobile	5%	4%	**9%**	15%	8%	18%	-	4%	-	0%	27%	*	4%	20%	8%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	0%	-	0%	0%	*	0%	3%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**88%**	83%	89%	81%	-	95%	-	*	71%	*	95%	74%	90%	93%
Not Included in Accountability: Mobile	5%	4%	**10%**	17%	8%	19%	-	5%	-	*	29%	*	5%	20%	9%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	0%	3%	0%	-	0%	-	*	0%	*	0%	6%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	*	100%	*	99%	100%	99%	99%
Included in Accountability	93%	94%	**89%**	83%	90%	81%	-	95%	-	*	71%	*	94%	77%	90%	94%
Not Included in Accountability: Mobile	5%	5%	**10%**	17%	8%	19%	-	5%	-	*	29%	*	5%	21%	9%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	0%	-	*	0%	*	0%	2%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	-	*	0%	*	1%	0%	1%	1%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	100%	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	*	93%	86%	-	100%	-	*	80%	-	97%	85%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**6%**	*	7%	14%	-	0%	-	*	20%	-	3%	15%	5%	0%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.6%**	83.9%	93.9%	92.4%	-	95.5%	-	*	90.8%	93.5%	95.0%
2020-21	95.0%	95.7%	**96.1%**	*	96.1%	94.5%	-	97.6%	-	*	96.2%	96.0%	97.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**23.1%**	66.7%	21.2%	31.5%	-	7.4%	-	*	38.5%	23.3%	13.4%
2020-21	15.0%	12.4%	**11.4%**	0.0%	9.9%	22.4%	-	6.1%	-	*	14.3%	11.8%	4.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	368	100.0%	22,581	5,504,150	368	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	42	11.4%	3.9%	4.4%	42	11.4%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	42	11.4%	3.4%	3.7%	42	11.4%	3.4%	3.7%
Kindergarten	61	16.6%	6.8%	6.7%	61	16.6%	6.8%	6.7%
Grade 1	59	16.0%	6.9%	7.2%	59	16.0%	6.9%	7.2%
Grade 2	56	15.2%	7.0%	7.2%	56	15.2%	7.0%	7.2%
Grade 3	51	13.9%	7.1%	7.2%	51	13.9%	7.1%	7.1%
Grade 4	56	15.2%	7.1%	7.2%	56	15.2%	7.1%	7.1%
Grade 5	43	11.7%	7.0%	7.2%	43	11.7%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	5	1.4%	9.8%	12.8%	5	1.4%	9.8%	12.8%
Hispanic	272	73.9%	45.6%	53.0%	272	73.9%	45.6%	52.9%
White	67	18.2%	35.3%	25.6%	67	18.2%	35.4%	25.7%
American Indian	1	0.3%	0.4%	0.3%	1	0.3%	0.4%	0.3%
Asian	22	6.0%	4.5%	5.1%	22	6.0%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	1	0.3%	3.9%	3.0%	1	0.3%	3.9%	3.0%
Sex:								
Female	193	52.4%	48.4%	48.8%	193	52.4%	48.3%	48.8%
Male	175	47.6%	51.6%	51.2%	175	47.6%	51.7%	51.2%
Economically Disadvantaged	330	89.7%	63.5%	62.1%	330	89.7%	63.4%	62.0%
Non-Educationally Disadvantaged	38	10.3%	36.5%	37.9%	38	10.3%	36.6%	38.0%
Section 504 Students	8	2.2%	9.6%	7.4%	8	2.2%	9.5%	7.4%
EB Students/EL	187	50.8%	25.0%	23.1%	187	50.8%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	4	1.1%	7.8%	5.5%	4	1.1%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	1	0.3%	0.8%	1.3%	1	0.3%	0.8%	1.3%
Immigrant	15	4.1%	2.0%	2.2%	15	4.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	368	100.0%	54.1%	64.6%	368	100.0%	54.1%	64.6%
Military Connected	0	0.0%	0.7%	3.6%	0	0.0%	0.7%	3.6%
At-Risk	313	85.1%	64.3%	53.3%	313	85.1%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	186	50.5%	24.8%	23.2%	186	50.5%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	17	4.6%	7.0%	8.2%	17	4.6%	7.0%	8.2%
Special Education	28	7.6%	12.6%	12.6%	28	7.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	28							
By Type of Primary Disability Students with Intellectual Disabilities	10	35.7%	40.4%	44.1%				
Students with Physical Disabilities	15	53.6%	23.7%	20.0%				
Students with Autism	*	*	18.0%	15.5%				
Students with Behavioral Disabilities	*	*	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	55	19.0%	14.4%	16.8%				
By Ethnicity: African American	4	1.4%	2.6%	3.3%				
Hispanic	38	13.1%	6.0%	8.7%				
White	12	4.2%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.3%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	43.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	17	11.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	41	17.4%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	72	22.6%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	6.0%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	6.0%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	6.4%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	9.3%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	19.5	20.3	18.7
Grade 1	20.6	20.3	19.1
Grade 2	17.0	19.5	19.1
Grade 3	17.0	19.3	19.3
Grade 4	19.0	21.1	19.4
Grade 5	26.0	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	39.5	100.0%	100.0%	100.0%
Professional Staff:	31.7	80.3%	67.6%	64.1%
Teachers	25.5	64.5%	50.4%	48.7%
Professional Support	4.3	10.8%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	5.1%	3.2%	3.3%
Educational Aides:	7.8	19.7%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	26.1	66.2%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.9%	5.0%	11.8%
Hispanic	12.5	49.1%	16.0%	29.6%
White	10.6	41.8%	75.3%	54.9%
American Indian	0.1	0.5%	0.3%	0.3%
Asian	1.0	3.9%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.2	0.8%	1.5%	1.2%
Teachers by Sex:				
Males	1.0	3.9%	23.2%	24.4%
Females	24.5	96.1%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	21.7	85.1%	72.1%	72.2%
Masters	3.8	14.9%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.9%	9.5%	9.7%
1-5 Years Experience	4.0	15.7%	23.2%	26.3%
6-10 Years Experience	12.6	49.5%	22.7%	20.5%
11-20 Years Experience	5.2	20.4%	27.9%	27.2%
21-30 Years Experience	2.5	9.7%	13.5%	13.3%
Over 30 Years Experience	0.2	0.8%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.4	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.7	6.1
Average Years Experience of Principals with District	6.0	6.7	5.3
Average Years Experience of Assistant Principals	4.0	6.4	5.2
Average Years Experience of Assistant Principals with District	4.0	5.1	4.4
Average Years Experience of Teachers:	11.7	11.5	11.0
Average Years Experience of Teachers with District:	8.1	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,557	$60,212	$56,516
6-10 Years Experience	$61,152	$61,624	$59,732
11-20 Years Experience	$75,308	$64,485	$63,389
21-30 Years Experience	$66,905	$69,454	$67,876
Over 30 Years Experience	$81,155	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,405	$63,500	$60,717
Professional Support	$71,988	$76,823	$72,022
Campus Administration (School Leadership)	$86,698	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	6.9	27.2%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	2.4	9.3%	7.3%	3.2%
Gifted and Talented Education	0.6	2.3%	0.9%	1.7%
Regular Education	14.3	56.1%	63.5%	70.6%
Special Education	1.3	5.0%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: JACK C BINION EL

Campus Number: 220902104

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**64%**	58%	62%	76%	*	*	*	*	45%	*	64%	64%	61%	59%
	2022	76%	77%	**49%**	54%	39%	64%	*	*	-	*	27%	20%	50%	45%	44%	43%
At Meets Grade Level or Above	2023	50%	51%	**35%**	33%	35%	43%	*	*	*	*	27%	*	36%	32%	33%	26%
	2022	51%	52%	**21%**	0%	13%	46%	*	*	-	*	7%	0%	24%	15%	16%	16%
At Masters Grade Level	2023	20%	20%	**5%**	8%	3%	10%	*	*	*	*	0%	*	6%	4%	5%	6%
	2022	30%	32%	**11%**	0%	5%	32%	*	*	-	*	0%	0%	14%	6%	9%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**61%**	42%	65%	62%	*	*	*	*	36%	*	63%	56%	61%	68%
	2022	71%	72%	**47%**	31%	45%	57%	*	*	-	*	20%	20%	53%	33%	43%	59%
At Meets Grade Level or Above	2023	45%	44%	**20%**	17%	20%	24%	*	*	*	*	18%	*	19%	20%	18%	24%
	2022	43%	44%	**13%**	0%	8%	29%	*	*	-	*	0%	0%	16%	6%	11%	16%
At Masters Grade Level	2023	19%	18%	**6%**	8%	8%	0%	*	*	*	*	0%	*	7%	4%	5%	9%
	2022	21%	22%	**4%**	0%	2%	7%	*	*	-	*	0%	0%	4%	3%	3%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**59%**	67%	42%	80%	*	*	-	*	47%	20%	54%	68%	56%	39%
	2022	77%	79%	**60%**	80%	53%	71%	-	*	-	*	47%	*	62%	58%	55%	46%
At Meets Grade Level or Above	2023	48%	50%	**27%**	20%	17%	47%	*	*	-	*	12%	0%	26%	30%	23%	23%
	2022	54%	54%	**33%**	30%	31%	38%	-	*	-	*	33%	*	38%	26%	29%	19%
At Masters Grade Level	2023	22%	22%	**11%**	0%	4%	27%	*	*	-	*	0%	0%	9%	14%	8%	5%
	2022	28%	28%	**15%**	10%	15%	21%	-	*	-	*	0%	*	17%	13%	12%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**38%**	27%	30%	53%	*	*	-	*	24%	40%	38%	38%	34%	32%
	2022	70%	71%	**41%**	64%	36%	42%	-	*	-	*	33%	*	42%	41%	31%	27%
At Meets Grade Level or Above	2023	48%	44%	**17%**	20%	6%	33%	*	*	-	*	12%	0%	17%	16%	14%	9%
	2022	43%	42%	**16%**	18%	18%	13%	-	*	-	*	7%	*	17%	15%	13%	14%
At Masters Grade Level	2023	22%	19%	**5%**	0%	2%	10%	*	*	-	*	0%	0%	6%	3%	2%	2%
	2022	23%	20%	**4%**	0%	5%	4%	-	*	-	*	0%	*	6%	3%	4%	3%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**76%**	89%	68%	91%	-	-	-	*	69%	*	80%	70%	71%	62%
	2022	81%	84%	**73%**	56%	74%	78%	*	-	-	*	17%	*	79%	63%	76%	68%
At Meets Grade Level or Above	2023	57%	61%	**48%**	67%	41%	55%	-	-	-	*	23%	*	49%	45%	42%	30%
	2022	58%	60%	**40%**	25%	35%	54%	*	-	-	*	0%	*	44%	35%	40%	34%
At Masters Grade Level	2023	28%	32%	**17%**	11%	18%	18%	-	-	-	*	8%	*	18%	15%	12%	11%
	2022	36%	39%	**21%**	6%	19%	27%	*	-	-	*	0%	*	26%	14%	22%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**63%**	67%	61%	64%	-	-	-	*	54%	*	67%	55%	60%	57%
	2022	77%	79%	**61%**	44%	59%	70%	*	-	-	*	17%	*	74%	43%	63%	60%
At Meets Grade Level or Above	2023	51%	51%	**24%**	22%	21%	32%	-	-	-	*	15%	*	29%	15%	19%	19%
	2022	48%	48%	**26%**	25%	22%	32%	*	-	-	*	0%	*	33%	16%	27%	21%
At Masters Grade Level	2023	21%	22%	**5%**	0%	4%	9%	-	-	-	*	0%	*	5%	3%	1%	0%
	2022	25%	24%	**11%**	0%	7%	22%	*	-	-	*	0%	*	15%	6%	9%	2%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**59%**	78%	45%	86%	-	-	-	*	46%	*	55%	67%	53%	32%
	2022	66%	71%	**51%**	38%	43%	68%	*	-	-	*	0%	*	55%	45%	49%	34%
At Meets Grade Level or Above	2023	36%	42%	**35%**	56%	25%	50%	-	-	-	*	15%	*	38%	30%	29%	11%
	2022	38%	43%	**22%**	13%	18%	32%	*	-	-	*	0%	*	22%	22%	17%	11%
At Masters Grade Level	2023	16%	19%	**16%**	22%	13%	18%	-	-	-	*	8%	*	18%	12%	11%	5%
	2022	18%	20%	**6%**	6%	3%	11%	*	-	-	*	0%	*	7%	4%	4%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**60%**	58%	54%	73%	*	*	*	67%	45%	52%	60%	59%	56%	49%
	2022	74%	76%	**55%**	51%	50%	66%	80%	*	-	67%	27%	35%	60%	48%	52%	49%
At Meets Grade Level or Above	2023	49%	53%	**29%**	31%	24%	40%	*	*	*	33%	17%	14%	30%	27%	25%	20%
	2022	48%	50%	**25%**	16%	21%	36%	60%	*	-	17%	9%	17%	28%	20%	22%	19%
At Masters Grade Level	2023	20%	22%	**9%**	6%	7%	14%	*	*	*	11%	2%	0%	10%	8%	6%	5%
	2022	23%	24%	**11%**	3%	8%	18%	40%	*	-	8%	0%	4%	13%	7%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**66%**	69%	57%	82%	*	*	*	*	54%	44%	65%	67%	62%	52%
	2022	75%	76%	**61%**	62%	56%	72%	*	*	-	40%	33%	30%	64%	57%	58%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**36%**	36%	31%	48%	*	*	*	*	20%	22%	36%	36%	32%	26%
	2022	53%	53%	**32%**	18%	26%	47%	*	*	-	40%	17%	20%	35%	27%	28%	23%
At Masters Grade Level	2023	20%	21%	**11%**	6%	8%	19%	*	*	*	*	2%	0%	10%	12%	8%	7%
	2022	25%	25%	**16%**	5%	13%	27%	*	*	-	20%	0%	10%	19%	11%	14%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**53%**	42%	53%	59%	*	*	*	*	37%	67%	56%	48%	51%	50%
	2022	72%	75%	**51%**	45%	48%	58%	*	*	-	80%	25%	40%	58%	40%	46%	50%
At Meets Grade Level or Above	2023	45%	46%	**20%**	19%	16%	30%	*	*	*	*	15%	0%	21%	17%	17%	17%
	2022	42%	44%	**19%**	15%	16%	26%	*	*	-	0%	3%	10%	23%	13%	17%	17%
At Masters Grade Level	2023	19%	18%	**5%**	3%	5%	7%	*	*	*	*	0%	0%	6%	3%	3%	3%
	2022	20%	21%	**7%**	0%	5%	12%	*	*	-	0%	0%	0%	9%	4%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**59%**	78%	45%	86%	-	-	-	*	46%	*	55%	67%	53%	32%
	2022	76%	78%	**51%**	38%	43%	68%	*	-	-	*	0%	*	55%	45%	49%	34%
At Meets Grade Level or Above	2023	47%	54%	**35%**	56%	25%	50%	-	-	-	*	15%	*	38%	30%	29%	11%
	2022	47%	51%	**22%**	13%	18%	32%	*	-	-	*	0%	*	22%	22%	17%	11%
At Masters Grade Level	2023	18%	23%	**16%**	22%	13%	18%	-	-	-	*	8%	*	18%	12%	11%	5%
	2022	21%	24%	**6%**	6%	3%	11%	*	-	-	*	0%	*	7%	4%	4%	2%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**14%**	17%	15%	14%	*	*	*	*	9%	*	14%	16%	11%	12%
	2022	36%	38%	**11%**	0%	6%	25%	*	*	-	*	0%	0%	14%	6%	9%	12%
Reading and Mathematics Including EOC	2023	37%	37%	**14%**	17%	15%	14%	*	*	*	*	9%	*	14%	16%	11%	12%
	2022	36%	38%	**11%**	0%	6%	25%	*	*	-	*	0%	0%	14%	6%	9%	12%
Reading Including EOC	2023	50%	51%	**35%**	33%	35%	43%	*	*	*	*	27%	*	36%	32%	33%	26%
	2022	51%	52%	**21%**	0%	13%	46%	*	*	-	*	7%	0%	24%	15%	16%	16%
Math Including EOC	2023	45%	44%	**20%**	17%	20%	24%	*	*	*	*	18%	*	19%	20%	18%	24%
	2022	43%	45%	**13%**	0%	8%	29%	*	*	-	*	0%	0%	16%	6%	11%	16%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**15%**	13%	6%	30%	*	*	-	*	6%	0%	14%	16%	12%	7%
	2022	36%	34%	**9%**	10%	11%	4%	-	*	-	*	7%	*	11%	5%	7%	5%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**15%**	13%	6%	30%	*	*	-	*	6%	0%	14%	16%	12%	7%
	2022	36%	34%	**9%**	10%	11%	4%	-	*	-	*	7%	*	11%	5%	7%	5%
Reading Including EOC	2023	48%	50%	**27%**	20%	17%	47%	*	*	-	*	12%	0%	26%	30%	23%	23%
	2022	54%	54%	**33%**	30%	31%	38%	-	*	-	*	33%	*	38%	26%	29%	19%
Math Including EOC	2023	48%	44%	**17%**	20%	6%	33%	*	*	-	*	12%	0%	17%	16%	14%	9%
	2022	43%	42%	**16%**	18%	18%	13%	-	*	-	*	7%	*	17%	15%	13%	14%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**22%**	22%	20%	27%	-	-	-	*	15%	*	25%	15%	18%	16%
	2022	41%	41%	**15%**	13%	12%	22%	*	-	-	*	0%	*	19%	10%	14%	11%
Reading and Mathematics Including EOC	2023	43%	45%	**22%**	22%	20%	27%	-	-	-	*	15%	*	25%	15%	18%	16%
	2022	41%	41%	**15%**	13%	12%	22%	*	-	-	*	0%	*	19%	10%	14%	11%
Reading Including EOC	2023	57%	61%	**48%**	67%	41%	55%	-	-	-	*	23%	*	49%	45%	42%	30%
	2022	58%	60%	**40%**	25%	35%	54%	*	-	-	*	0%	*	44%	35%	40%	34%
Math Including EOC	2023	51%	51%	**24%**	22%	21%	32%	-	-	-	*	15%	*	29%	15%	19%	19%
	2022	48%	48%	**26%**	25%	22%	32%	*	-	-	*	0%	*	33%	16%	27%	21%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**17%**	17%	14%	25%	*	*	*	*	10%	0%	17%	16%	14%	11%
	2022	34%	35%	**12%**	8%	10%	18%	*	*	-	0%	3%	0%	15%	7%	10%	10%
Reading and Mathematics Including EOC	2023	39%	41%	**17%**	17%	14%	25%	*	*	*	*	10%	0%	17%	16%	14%	11%
	2022	36%	38%	**12%**	8%	10%	18%	*	*	-	0%	3%	0%	15%	7%	10%	10%
Reading Including EOC	2023	53%	56%	**36%**	36%	31%	48%	*	*	*	*	20%	22%	36%	36%	32%	26%
	2022	53%	54%	**32%**	18%	26%	47%	*	*	-	40%	17%	20%	35%	27%	28%	23%
Math Including EOC	2023	47%	48%	**20%**	19%	16%	30%	*	*	*	*	15%	0%	21%	17%	17%	17%
	2022	43%	46%	**19%**	15%	16%	26%	*	*	-	0%	3%	10%	23%	13%	17%	17%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**48%**	63%	32%	67%	*	*	-	*	41%	30%	44%	56%	44%	25%
Grade 4 Mathematics	2023	63%	57%	**47%**	58%	36%	59%	*	*	-	*	50%	50%	44%	53%	43%	23%
Grade 5 ELA/Reading	2023	65%	69%	**65%**	63%	65%	66%	-	-	-	*	81%	*	73%	52%	63%	69%
Grade 5 Mathematics	2023	71%	72%	**66%**	56%	63%	75%	-	-	-	*	77%	*	69%	61%	61%	61%
All Grades Both Subjects	2023	64%	65%	**56%**	60%	49%	66%	*	*	-	92%	60%	41%	57%	55%	52%	43%
All Grades ELA/Reading	2023	63%	65%	**56%**	63%	49%	67%	*	*	-	*	59%	31%	58%	54%	52%	45%
All Grades Mathematics	2023	66%	66%	**56%**	58%	50%	66%	*	*	-	*	62%	50%	56%	57%	51%	40%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**33%**	57%	23%	38%	-	-	-	*	22%	20%	25%	50%	29%	11%
Grade 4 Mathematics	2023	27%	27%	**18%**	10%	23%	9%	*	-	-	*	9%	*	20%	16%	18%	13%
Grade 5 ELA/Reading	2023	37%	35%	**43%**	*	38%	*	-	-	-	-	43%	*	52%	22%	41%	40%
Grade 5 Mathematics	2023	48%	53%	**40%**	*	40%	40%	-	-	-	*	33%	*	47%	25%	41%	33%
All Grades Both Subjects	2023	38%	40%	**33%**	29%	32%	33%	*	-	-	*	25%	18%	35%	28%	32%	26%
All Grades ELA/Reading	2023	35%	39%	**38%**	56%	30%	50%	-	-	-	*	31%	17%	37%	39%	34%	26%
All Grades Mathematics	2023	40%	41%	**29%**	8%	33%	24%	*	-	-	*	20%	20%	34%	20%	30%	26%

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

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

JACK C BINION EL (220902104) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**60%**	48%	-	-	-	48%	-	40%	40%	-	-	*	67%	48%	*
	2022	74%	76%	**55%**	52%	-	-	-	52%	-	28%	30%	-	42%	33%	60%	49%	-
At Meets Grade Level or Above	2023	49%	53%	**29%**	20%	-	-	-	20%	-	8%	8%	-	-	*	35%	19%	*
	2022	48%	50%	**25%**	21%	-	-	-	21%	-	8%	8%	-	8%	0%	29%	19%	-
At Masters Grade Level	2023	20%	22%	**9%**	6%	-	-	-	6%	-	0%	0%	-	-	*	12%	5%	*
	2022	23%	24%	**11%**	8%	-	-	-	8%	-	3%	3%	-	8%	0%	13%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**66%**	52%	-	-	-	52%	-	36%	36%	-	-	*	75%	52%	*
	2022	75%	76%	**61%**	57%	-	-	-	57%	-	33%	35%	-	*	*	67%	53%	-
At Meets Grade Level or Above	2023	53%	56%	**36%**	26%	-	-	-	26%	-	9%	9%	-	-	*	43%	25%	*
	2022	53%	53%	**32%**	24%	-	-	-	24%	-	17%	18%	-	*	*	39%	23%	-
At Masters Grade Level	2023	20%	21%	**11%**	7%	-	-	-	7%	-	0%	0%	-	-	*	13%	7%	*
	2022	25%	25%	**16%**	13%	-	-	-	13%	-	6%	6%	-	*	*	19%	12%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**53%**	49%	-	-	-	49%	-	55%	55%	-	-	*	55%	50%	*
	2022	72%	75%	**51%**	54%	-	-	-	54%	-	22%	24%	-	*	*	51%	50%	-
At Meets Grade Level or Above	2023	45%	46%	**20%**	17%	-	-	-	17%	-	9%	9%	-	-	*	22%	16%	*
	2022	42%	44%	**19%**	20%	-	-	-	20%	-	0%	0%	-	*	*	20%	17%	-
At Masters Grade Level	2023	19%	18%	**5%**	4%	-	-	-	4%	-	0%	0%	-	-	*	6%	4%	*
	2022	20%	21%	**7%**	4%	-	-	-	4%	-	0%	0%	-	*	*	9%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**59%**	35%	-	-	-	35%	-	*	*	-	-	-	78%	32%	-
	2022	76%	78%	**51%**	37%	-	-	-	37%	-	*	*	-	*	*	61%	34%	-
At Meets Grade Level or Above	2023	47%	54%	**35%**	12%	-	-	-	12%	-	*	*	-	-	-	53%	11%	-
	2022	47%	51%	**22%**	12%	-	-	-	12%	-	*	*	-	*	*	29%	11%	-
At Masters Grade Level	2023	18%	23%	**16%**	6%	-	-	-	6%	-	*	*	-	-	-	24%	5%	-
	2022	21%	24%	**6%**	2%	-	-	-	2%	-	*	*	-	*	*	8%	2%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**56%**	43%	-	-	-	43%	-	44%	44%	-	-	*	67%	43%	*
All Grades ELA/Reading	2023	63%	65%	**56%**	46%	-	-	-	46%	-	38%	38%	-	-	*	65%	46%	*
All Grades Mathematics	2023	66%	66%	**56%**	40%	-	-	-	40%	-	50%	50%	-	-	*	69%	41%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**33%**	28%	-	-	-	28%	-	15%	15%	-	-	-	39%	26%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

JACK C BINION EL (220902104) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**38%**	27%	-	-	-	27%	-	17%	17%	-	-	-	52%	26%	-
All Grades Mathematics	2023	40%	41%	**29%**	28%	-	-	-	28%	-	14%	14%	-	-	-	31%	26%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**90%**	92%	88%	97%	*	57%	*	82%	95%	100%	97%	80%	91%	83%
Not Included in Accountability: Mobile	4%	4%	**7%**	7%	9%	3%	*	0%	*	18%	2%	0%	2%	16%	6%	12%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	0%	3%	0%	*	43%	*	0%	3%	0%	2%	3%	2%	5%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	97%	100%	100%	*	*	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**91%**	92%	88%	96%	*	*	*	80%	95%	100%	96%	81%	91%	84%
Not Included in Accountability: Mobile	4%	4%	**7%**	5%	9%	4%	*	*	*	20%	2%	0%	2%	16%	6%	12%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	0%	3%	0%	*	*	*	0%	2%	0%	2%	3%	2%	4%
Not Tested	1%	1%	**0%**	3%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	3%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	*	*	100%	100%	100%	100%	99%	100%	99%
Included in Accountability	94%	93%	**91%**	92%	88%	96%	*	*	*	80%	95%	100%	96%	81%	91%	84%
Not Included in Accountability: Mobile	5%	4%	**7%**	8%	8%	4%	*	*	*	20%	2%	0%	2%	16%	7%	11%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	3%	0%	*	*	*	0%	2%	0%	2%	3%	2%	4%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	1%
Absent	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	90%	88%	100%	-	*	-	*	93%	*	98%	79%	91%	80%
Not Included in Accountability: Mobile	4%	4%	**7%**	10%	9%	0%	-	*	-	*	0%	*	0%	17%	5%	13%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	0%	3%	0%	-	*	-	*	7%	*	2%	5%	4%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**92%**	83%	91%	96%	100%	*	-	100%	94%	92%	95%	87%	95%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	16%	8%	4%	0%	*	-	0%	6%	8%	5%	12%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	2%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**91%**	83%	91%	96%	*	*	-	100%	95%	91%	95%	85%	95%	91%
Not Included in Accountability: Mobile	5%	4%	**8%**	15%	8%	4%	*	*	-	0%	5%	9%	5%	13%	5%	8%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	2%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**92%**	83%	91%	96%	*	*	-	100%	95%	91%	95%	86%	95%	91%
Not Included in Accountability: Mobile	5%	5%	**8%**	15%	8%	4%	*	*	-	0%	5%	9%	5%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	2%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**93%**	80%	94%	97%	*	-	-	*	86%	*	94%	93%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**7%**	20%	6%	3%	*	-	-	*	14%	*	6%	7%	5%	8%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.5%**	92.8%	93.6%	94.0%	*	*	*	91.7%	93.4%	93.4%	94.4%
2020-21	95.0%	95.7%	**94.7%**	92.5%	94.7%	95.7%	*	*	*	93.9%	93.8%	94.2%	95.4%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**22.5%**	24.8%	22.3%	21.0%	*	*	*	30.0%	28.0%	22.9%	15.7%
2020-21	15.0%	12.4%	**15.6%**	25.3%	15.4%	10.4%	16.7%	0.0%	*	28.6%	16.4%	16.7%	11.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	686	100.0%	22,581	5,504,150	688	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.7%	0.5%
Pre-Kindergarten	45	6.6%	3.9%	4.4%	45	6.5%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	45	6.6%	3.4%	3.7%	45	6.5%	3.4%	3.7%
Kindergarten	100	14.6%	6.8%	6.7%	100	14.5%	6.8%	6.7%
Grade 1	105	15.3%	6.9%	7.2%	105	15.3%	6.9%	7.2%
Grade 2	123	17.9%	7.0%	7.2%	123	17.9%	7.0%	7.2%
Grade 3	109	15.9%	7.1%	7.2%	109	15.8%	7.1%	7.1%
Grade 4	107	15.6%	7.1%	7.2%	108	15.7%	7.1%	7.1%
Grade 5	97	14.1%	7.0%	7.2%	98	14.2%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	97	14.1%	9.8%	12.8%	98	14.2%	9.8%	12.8%
Hispanic	393	57.3%	45.6%	53.0%	393	57.1%	45.6%	52.9%
White	154	22.4%	35.3%	25.6%	155	22.5%	35.4%	25.7%
American Indian	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Asian	6	0.9%	4.5%	5.1%	6	0.9%	4.5%	5.1%
Pacific Islander	4	0.6%	0.5%	0.2%	4	0.6%	0.5%	0.2%
Two or More Races	31	4.5%	3.9%	3.0%	31	4.5%	3.9%	3.0%
Sex:								
Female	356	51.9%	48.4%	48.8%	356	51.7%	48.3%	48.8%
Male	330	48.1%	51.6%	51.2%	332	48.3%	51.7%	51.2%
Economically Disadvantaged	564	82.2%	63.5%	62.1%	565	82.1%	63.4%	62.0%
Non-Educationally Disadvantaged	122	17.8%	36.5%	37.9%	123	17.9%	36.6%	38.0%
Section 504 Students	44	6.4%	9.6%	7.4%	44	6.4%	9.5%	7.4%
EB Students/EL	280	40.8%	25.0%	23.1%	280	40.7%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	4	0.5%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	39	5.7%	7.8%	5.5%	39	5.7%	7.8%	5.5%
Foster Care	6	0.9%	0.2%	0.2%	6	0.9%	0.2%	0.2%
Homeless	12	1.7%	0.8%	1.3%	12	1.7%	0.8%	1.3%
Immigrant	26	3.8%	2.0%	2.2%	26	3.8%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	686	100.0%	54.1%	64.6%	688	100.0%	54.1%	64.6%
Military Connected	2	0.3%	0.7%	3.6%	2	0.3%	0.7%	3.6%
At-Risk	538	78.4%	64.3%	53.3%	538	78.2%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	278	40.5%	24.8%	23.2%	278	40.4%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	18	2.6%	7.0%	8.2%	18	2.6%	7.0%	8.2%
Special Education	85	12.4%	12.6%	12.6%	87	12.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability Students with Intellectual Disabilities	21	24.7%	40.4%	44.1%				
Students with Physical Disabilities	33	38.8%	23.7%	20.0%				
Students with Autism	23	27.1%	18.0%	15.5%				
Students with Behavioral Disabilities	8	9.4%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	128	19.3%	14.4%	16.8%				
By Ethnicity: African American	31	4.7%	2.6%	3.3%				
Hispanic	64	9.6%	6.0%	8.7%				
White	24	3.6%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	9	1.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	13.2%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	43	16.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	89	17.3%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	152	25.4%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.2%	3.0%	1.5%	9.1%	5.6%	4.5%
Grade 1	4.6%	3.7%	2.5%	9.1%	3.6%	3.6%
Grade 2	4.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	1.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	2.2%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.8%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.3	20.3	18.7
Grade 1	22.3	20.3	19.1
Grade 2	19.8	19.5	19.1
Grade 3	18.8	19.3	19.3
Grade 4	22.4	21.1	19.4
Grade 5	19.7	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	67.5	100.0%	100.0%	100.0%
Professional Staff:	57.6	85.4%	67.6%	64.1%
Teachers	47.8	70.8%	50.4%	48.7%
Professional Support	6.8	10.1%	11.7%	10.9%
Campus Administration (School Leadership)	3.0	4.4%	3.2%	3.3%
Educational Aides:	9.9	14.6%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	28.2	41.8%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.4	0.9%	5.0%	11.8%
Hispanic	17.8	37.2%	16.0%	29.6%
White	26.6	55.7%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	2.0	4.2%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	2.1%	1.5%	1.2%
Teachers by Sex:				
Males	4.1	8.6%	23.2%	24.4%
Females	43.6	91.4%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.0	4.2%	0.7%	2.0%
Bachelors	34.7	72.6%	72.1%	72.2%
Masters	10.1	21.2%	26.5%	25.0%
Doctorate	1.0	2.1%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	9.1	19.1%	9.5%	9.7%
1-5 Years Experience	18.5	38.7%	23.2%	26.3%
6-10 Years Experience	8.5	17.9%	22.7%	20.5%
11-20 Years Experience	8.2	17.2%	27.9%	27.2%
21-30 Years Experience	2.4	5.1%	13.5%	13.3%
Over 30 Years Experience	1.0	2.1%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.4	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	7.7	11.5	11.0
Average Years Experience of Teachers with District:	5.4	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,850	$59,919	$53,300
1-5 Years Experience	$59,589	$60,212	$56,516
6-10 Years Experience	$60,661	$61,624	$59,732
11-20 Years Experience	$63,268	$64,485	$63,389
21-30 Years Experience	$66,731	$69,454	$67,876
Over 30 Years Experience	$79,169	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,042	$63,500	$60,717
Professional Support	$70,323	$76,823	$72,022
Campus Administration (School Leadership)	$84,269	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	13.5	28.2%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	6.4	13.4%	7.3%	3.2%
Gifted and Talented Education	0.5	1.1%	0.9%	1.7%
Regular Education	23.8	49.9%	63.5%	70.6%
Special Education	3.6	7.5%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: ALLIENE MULLENDORE EL

Campus Number: 220902105

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**70%**	14%	67%	87%	*	100%	-	*	31%	*	61%	94%	62%	86%
	2022	76%	77%	**60%**	60%	50%	71%	*	60%	-	*	25%	*	66%	45%	57%	75%
At Meets Grade Level or Above	2023	50%	51%	**42%**	14%	42%	40%	*	67%	-	*	13%	*	39%	50%	38%	57%
	2022	51%	52%	**44%**	40%	38%	62%	*	0%	-	*	13%	*	47%	36%	35%	25%
At Masters Grade Level	2023	20%	20%	**4%**	0%	0%	7%	*	0%	-	*	0%	*	5%	0%	0%	0%
	2022	30%	32%	**23%**	20%	38%	29%	*	0%	-	*	13%	*	22%	27%	26%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**79%**	29%	88%	87%	*	83%	-	*	56%	*	73%	94%	74%	71%
	2022	71%	72%	**64%**	40%	78%	76%	*	40%	-	*	25%	*	67%	55%	54%	56%
At Meets Grade Level or Above	2023	45%	44%	**40%**	14%	38%	60%	*	33%	-	*	25%	*	37%	50%	33%	43%
	2022	43%	44%	**30%**	20%	33%	38%	*	0%	-	*	13%	*	30%	27%	29%	22%
At Masters Grade Level	2023	19%	18%	**12%**	0%	4%	20%	*	33%	-	*	0%	*	12%	13%	10%	29%
	2022	21%	22%	**14%**	0%	11%	24%	*	0%	-	*	0%	*	18%	0%	13%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**61%**	*	57%	74%	*	*	-	*	36%	*	59%	65%	44%	60%
	2022	77%	79%	**68%**	*	65%	79%	-	*	-	*	33%	*	71%	63%	66%	58%
At Meets Grade Level or Above	2023	48%	50%	**28%**	*	21%	39%	*	*	-	*	27%	*	24%	35%	26%	20%
	2022	54%	54%	**51%**	*	60%	47%	-	*	-	*	17%	*	50%	53%	53%	42%
At Masters Grade Level	2023	22%	22%	**7%**	*	0%	9%	*	*	-	*	9%	*	7%	6%	7%	20%
	2022	28%	28%	**17%**	*	15%	16%	-	*	-	*	0%	*	21%	11%	19%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**63%**	*	64%	65%	*	*	-	*	45%	*	55%	76%	59%	60%
	2022	70%	71%	**62%**	*	65%	74%	-	*	-	*	17%	*	68%	53%	53%	58%
At Meets Grade Level or Above	2023	48%	44%	**28%**	*	29%	30%	*	*	-	*	18%	*	21%	41%	26%	20%
	2022	43%	42%	**34%**	*	25%	47%	-	*	-	*	0%	*	39%	26%	31%	42%
At Masters Grade Level	2023	22%	19%	**11%**	*	14%	13%	*	*	-	*	9%	*	10%	12%	15%	0%
	2022	23%	20%	**15%**	*	5%	21%	-	*	-	*	0%	*	21%	5%	13%	17%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**76%**	*	80%	79%	*	*	-	*	0%	*	71%	82%	75%	78%
	2022	81%	84%	**90%**	*	94%	80%	-	*	-	*	63%	*	88%	94%	88%	89%
At Meets Grade Level or Above	2023	57%	61%	**56%**	*	55%	58%	*	*	-	*	0%	*	50%	65%	50%	44%
	2022	58%	60%	**78%**	*	72%	73%	-	*	-	*	38%	*	83%	69%	72%	67%
At Masters Grade Level	2023	28%	32%	**27%**	*	25%	32%	*	*	-	*	0%	*	32%	18%	21%	22%
	2022	36%	39%	**53%**	*	56%	40%	-	*	-	*	13%	*	58%	44%	56%	33%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**84%**	*	80%	89%	*	*	-	*	50%	*	86%	82%	79%	89%
	2022	77%	79%	**88%**	*	89%	80%	-	*	-	*	75%	*	92%	82%	85%	80%
At Meets Grade Level or Above	2023	51%	51%	**67%**	*	60%	79%	*	*	-	*	17%	*	64%	71%	54%	67%
	2022	48%	48%	**71%**	*	68%	67%	-	*	-	*	50%	*	75%	65%	70%	50%
At Masters Grade Level	2023	21%	22%	**29%**	*	30%	32%	*	*	-	*	0%	*	32%	24%	25%	33%
	2022	25%	24%	**46%**	*	47%	47%	-	*	-	*	0%	*	50%	41%	45%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**84%**	*	80%	95%	*	*	-	*	67%	*	82%	88%	82%	67%
	2022	66%	71%	**80%**	*	78%	73%	-	*	-	*	63%	*	83%	75%	75%	67%
At Meets Grade Level or Above	2023	36%	42%	**56%**	*	55%	63%	*	*	-	*	17%	*	50%	65%	50%	56%
	2022	38%	43%	**50%**	*	50%	47%	-	*	-	*	25%	*	50%	50%	50%	11%
At Masters Grade Level	2023	16%	19%	**18%**	*	20%	16%	*	*	-	*	0%	*	18%	18%	18%	33%
	2022	18%	20%	**18%**	*	17%	20%	-	*	-	*	0%	*	21%	13%	16%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**74%**	31%	75%	81%	57%	89%	-	65%	42%	85%	69%	83%	68%	75%
	2022	74%	76%	**73%**	55%	76%	76%	*	73%	-	45%	44%	94%	75%	68%	69%	68%
At Meets Grade Level or Above	2023	49%	53%	**45%**	8%	44%	52%	14%	58%	-	50%	18%	54%	40%	54%	39%	47%
	2022	48%	50%	**50%**	41%	52%	54%	*	43%	-	45%	23%	88%	52%	48%	50%	38%
At Masters Grade Level	2023	20%	22%	**15%**	0%	13%	18%	0%	32%	-	10%	3%	8%	16%	13%	13%	22%
	2022	23%	24%	**26%**	9%	27%	27%	*	33%	-	18%	4%	50%	29%	20%	27%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**69%**	25%	69%	79%	*	89%	-	56%	27%	83%	63%	80%	61%	76%
	2022	75%	76%	**72%**	60%	74%	76%	*	77%	-	40%	41%	100%	74%	70%	71%	72%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**42%**	8%	41%	46%	*	67%	-	44%	15%	33%	38%	50%	38%	43%
	2022	53%	53%	**57%**	50%	61%	60%	*	46%	-	40%	23%	86%	58%	54%	55%	45%
At Masters Grade Level	2023	20%	21%	**11%**	0%	9%	16%	*	22%	-	11%	3%	0%	13%	8%	9%	14%
	2022	25%	25%	**30%**	20%	35%	27%	*	38%	-	20%	9%	57%	32%	26%	34%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**76%**	33%	79%	79%	*	89%	-	78%	52%	83%	71%	84%	71%	76%
	2022	72%	75%	**70%**	40%	77%	76%	*	62%	-	40%	41%	86%	74%	64%	65%	65%
At Meets Grade Level or Above	2023	45%	46%	**45%**	8%	43%	54%	*	44%	-	56%	21%	67%	40%	54%	37%	48%
	2022	42%	44%	**44%**	30%	44%	49%	*	38%	-	40%	23%	86%	46%	40%	45%	39%
At Masters Grade Level	2023	19%	18%	**17%**	0%	16%	21%	*	33%	-	11%	3%	0%	17%	16%	16%	24%
	2022	20%	21%	**24%**	0%	23%	29%	*	31%	-	20%	0%	43%	28%	17%	25%	19%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**84%**	*	80%	95%	*	*	-	*	67%	*	82%	88%	82%	67%
	2022	76%	78%	**80%**	*	78%	73%	-	*	-	*	63%	*	83%	75%	75%	67%
At Meets Grade Level or Above	2023	47%	54%	**56%**	*	55%	63%	*	*	-	*	17%	*	50%	65%	50%	56%
	2022	47%	51%	**50%**	*	50%	47%	-	*	-	*	25%	*	50%	50%	50%	11%
At Masters Grade Level	2023	18%	23%	**18%**	*	20%	16%	*	*	-	*	0%	*	18%	18%	18%	33%
	2022	21%	24%	**18%**	*	17%	20%	-	*	-	*	0%	*	21%	13%	16%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**30%**	14%	25%	40%	*	33%	-	*	13%	*	29%	31%	26%	43%
	2022	36%	38%	**28%**	20%	25%	38%	*	0%	-	*	0%	*	28%	27%	26%	25%
Reading and Mathematics Including EOC	2023	37%	37%	**30%**	14%	25%	40%	*	33%	-	*	13%	*	29%	31%	26%	43%
	2022	36%	38%	**28%**	20%	25%	38%	*	0%	-	*	0%	*	28%	27%	26%	25%
Reading Including EOC	2023	50%	51%	**42%**	14%	42%	40%	*	67%	-	*	13%	*	39%	50%	38%	57%
	2022	51%	52%	**44%**	40%	38%	62%	*	0%	-	*	13%	*	47%	36%	35%	25%
Math Including EOC	2023	45%	44%	**40%**	14%	38%	60%	*	33%	-	*	25%	*	37%	50%	33%	43%
	2022	43%	45%	**30%**	20%	33%	38%	*	0%	-	*	13%	*	30%	27%	29%	22%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**20%**	*	21%	22%	*	*	-	*	18%	*	14%	29%	15%	20%
	2022	36%	34%	**23%**	*	25%	21%	-	*	-	*	0%	*	29%	16%	25%	33%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**20%**	*	21%	22%	*	*	-	*	18%	*	14%	29%	15%	20%
	2022	36%	34%	**23%**	*	25%	21%	-	*	-	*	0%	*	29%	16%	25%	33%
Reading Including EOC	2023	48%	50%	**28%**	*	21%	39%	*	*	-	*	27%	*	24%	35%	26%	20%
	2022	54%	54%	**51%**	*	60%	47%	-	*	-	*	17%	*	50%	53%	53%	42%
Math Including EOC	2023	48%	44%	**28%**	*	29%	30%	*	*	-	*	18%	*	21%	41%	26%	20%
	2022	43%	42%	**34%**	*	25%	47%	-	*	-	*	0%	*	39%	26%	31%	42%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**47%**	*	45%	53%	*	*	-	*	0%	*	43%	53%	36%	44%
	2022	41%	41%	**63%**	*	56%	60%	-	*	-	*	25%	*	71%	50%	59%	33%
Reading and Mathematics Including EOC	2023	43%	45%	**47%**	*	45%	53%	*	*	-	*	0%	*	43%	53%	36%	44%
	2022	41%	41%	**63%**	*	56%	60%	-	*	-	*	25%	*	71%	50%	59%	33%
Reading Including EOC	2023	57%	61%	**56%**	*	55%	58%	*	*	-	*	0%	*	50%	65%	50%	44%
	2022	58%	60%	**78%**	*	72%	73%	-	*	-	*	38%	*	83%	69%	72%	67%
Math Including EOC	2023	51%	51%	**67%**	*	60%	79%	*	*	-	*	17%	*	64%	71%	54%	67%
	2022	48%	48%	**71%**	*	68%	67%	-	*	-	*	50%	*	75%	65%	70%	50%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**32%**	8%	31%	37%	*	44%	-	33%	12%	33%	29%	38%	26%	38%
	2022	34%	35%	**37%**	30%	37%	38%	*	38%	-	40%	9%	71%	40%	30%	38%	31%
Reading and Mathematics Including EOC	2023	39%	41%	**32%**	8%	31%	37%	*	44%	-	33%	12%	33%	29%	38%	26%	38%
	2022	36%	38%	**37%**	30%	37%	38%	*	38%	-	40%	9%	71%	40%	30%	38%	31%
Reading Including EOC	2023	53%	56%	**42%**	8%	41%	46%	*	67%	-	44%	15%	33%	38%	50%	38%	43%
	2022	53%	54%	**57%**	50%	61%	60%	*	46%	-	40%	23%	86%	58%	54%	55%	45%
Math Including EOC	2023	47%	48%	**45%**	8%	43%	54%	*	44%	-	56%	21%	67%	40%	54%	37%	48%
	2022	43%	46%	**44%**	30%	44%	49%	*	38%	-	40%	23%	86%	46%	40%	45%	39%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**32%**	*	29%	33%	*	*	-	*	50%	*	30%	36%	22%	20%
Grade 4 Mathematics	2023	63%	57%	**51%**	*	63%	40%	*	*	-	*	56%	*	46%	61%	58%	50%
Grade 5 ELA/Reading	2023	65%	69%	**71%**	*	73%	74%	*	*	-	*	50%	*	75%	65%	70%	67%
Grade 5 Mathematics	2023	71%	72%	**90%**	*	88%	92%	*	*	-	*	67%	*	89%	91%	86%	100%
All Grades Both Subjects	2023	64%	65%	**62%**	45%	67%	59%	*	75%	-	60%	55%	*	60%	65%	60%	66%
All Grades ELA/Reading	2023	63%	65%	**52%**	30%	56%	53%	*	*	-	40%	50%	*	53%	52%	47%	50%
All Grades Mathematics	2023	66%	66%	**71%**	60%	78%	65%	*	*	-	80%	60%	*	68%	77%	73%	82%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**21%**	*	20%	20%	*	-	-	*	0%	-	20%	*	0%	*
Grade 4 Mathematics	2023	27%	27%	**29%**	*	40%	*	*	-	-	*	33%	-	11%	60%	25%	*
Grade 5 ELA/Reading	2023	37%	35%	**36%**	*	63%	*	-	-	-	*	*	-	22%	60%	40%	*
Grade 5 Mathematics	2023	48%	53%	**50%**	*	43%	*	-	-	-	*	40%	-	56%	40%	50%	*
All Grades Both Subjects	2023	38%	40%	**34%**	43%	44%	19%	*	-	-	17%	19%	-	27%	47%	32%	40%
All Grades ELA/Reading	2023	35%	39%	**29%**	*	46%	13%	*	-	-	*	0%	-	21%	44%	22%	40%
All Grades Mathematics	2023	40%	41%	**39%**	*	42%	25%	*	-	-	*	36%	-	33%	50%	40%	40%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**74%**	-	-	-	-	-	-	73%	73%	-	-	-	74%	73%	*
	2022	74%	76%	**73%**	-	-	-	-	-	-	67%	67%	-	-	-	74%	67%	*
At Meets Grade Level or Above	2023	49%	53%	**45%**	-	-	-	-	-	-	44%	44%	-	-	-	44%	44%	*
	2022	48%	50%	**50%**	-	-	-	-	-	-	36%	36%	-	-	-	54%	36%	*
At Masters Grade Level	2023	20%	22%	**15%**	-	-	-	-	-	-	17%	17%	-	-	-	13%	17%	*
	2022	23%	24%	**26%**	-	-	-	-	-	-	18%	18%	-	-	-	28%	18%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**69%**	-	-	-	-	-	-	75%	75%	-	-	-	68%	75%	*
	2022	75%	76%	**72%**	-	-	-	-	-	-	71%	71%	-	-	-	72%	71%	*
At Meets Grade Level or Above	2023	53%	56%	**42%**	-	-	-	-	-	-	40%	40%	-	-	-	42%	40%	*
	2022	53%	53%	**57%**	-	-	-	-	-	-	43%	43%	-	-	-	60%	43%	*
At Masters Grade Level	2023	20%	21%	**11%**	-	-	-	-	-	-	10%	10%	-	-	-	11%	10%	*
	2022	25%	25%	**30%**	-	-	-	-	-	-	21%	21%	-	-	-	33%	21%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**76%**	-	-	-	-	-	-	75%	75%	-	-	-	76%	75%	*
	2022	72%	75%	**70%**	-	-	-	-	-	-	63%	63%	-	-	-	72%	63%	*
At Meets Grade Level or Above	2023	45%	46%	**45%**	-	-	-	-	-	-	45%	45%	-	-	-	44%	45%	*
	2022	42%	44%	**44%**	-	-	-	-	-	-	37%	37%	-	-	-	46%	37%	*
At Masters Grade Level	2023	19%	18%	**17%**	-	-	-	-	-	-	20%	20%	-	-	-	16%	20%	*
	2022	20%	21%	**24%**	-	-	-	-	-	-	20%	20%	-	-	-	26%	20%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**84%**	-	-	-	-	-	-	63%	63%	-	-	-	89%	63%	*
	2022	76%	78%	**80%**	-	-	-	-	-	-	67%	67%	-	-	-	84%	67%	-
At Meets Grade Level or Above	2023	47%	54%	**56%**	-	-	-	-	-	-	50%	50%	-	-	-	56%	50%	*
	2022	47%	51%	**50%**	-	-	-	-	-	-	11%	11%	-	-	-	61%	11%	-
At Masters Grade Level	2023	18%	23%	**18%**	-	-	-	-	-	-	25%	25%	-	-	-	14%	25%	*
	2022	21%	24%	**18%**	-	-	-	-	-	-	0%	0%	-	-	-	23%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**62%**	-	-	-	-	-	-	63%	63%	-	-	-	61%	63%	*
All Grades ELA/Reading	2023	63%	65%	**52%**	-	-	-	-	-	-	46%	46%	-	-	-	53%	46%	*
All Grades Mathematics	2023	66%	66%	**71%**	-	-	-	-	-	-	81%	81%	-	-	-	69%	81%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**34%**	-	-	-	-	-	-	40%	40%	-	-	-	33%	40%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ALLIENE MULLENDORE EL (220902105) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**29%**	-	-	-	-	-	-	40%	40%	-	-	-	26%	40%	-
All Grades Mathematics	2023	40%	41%	**39%**	-	-	-	-	-	-	40%	40%	-	-	-	39%	40%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	81%	99%	96%	100%	49%	-	83%	90%	76%	88%	94%	87%	68%
Not Included in Accountability: Mobile	4%	4%	**4%**	13%	1%	3%	0%	0%	-	17%	8%	12%	2%	6%	4%	0%
Not Included in Accountability: Other Exclusions	2%	3%	**6%**	6%	0%	1%	0%	51%	-	0%	3%	12%	9%	0%	9%	32%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**90%**	80%	98%	95%	*	53%	-	82%	89%	75%	88%	93%	87%	68%
Not Included in Accountability: Mobile	4%	4%	**4%**	13%	2%	3%	*	0%	-	18%	8%	13%	3%	7%	5%	0%
Not Included in Accountability: Other Exclusions	3%	5%	**6%**	7%	0%	2%	*	47%	-	0%	3%	13%	9%	0%	8%	32%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**90%**	80%	98%	95%	*	53%	-	82%	89%	75%	88%	93%	87%	68%
Not Included in Accountability: Mobile	5%	4%	**4%**	13%	2%	3%	*	0%	-	18%	8%	13%	3%	7%	5%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	7%	0%	2%	*	47%	-	0%	3%	13%	9%	0%	8%	32%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	*	100%	100%	*	20%	-	*	100%	*	88%	100%	90%	69%
Not Included in Accountability: Mobile	4%	4%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**8%**	*	0%	0%	*	80%	-	*	0%	*	13%	0%	10%	31%
Not Tested	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	-	100%	96%	100%	99%	99%	99%	99%
Included in Accountability	93%	94%	**91%**	88%	91%	91%	*	100%	-	79%	93%	73%	97%	82%	94%	96%
Not Included in Accountability: Mobile	5%	4%	**7%**	12%	7%	7%	*	0%	-	21%	4%	27%	1%	17%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	0%	0%	1%	1%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	-	0%	4%	0%	1%	1%	1%	1%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	1%
Other	0%	0%	**1%**	0%	0%	1%	*	0%	-	0%	4%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	98%	*	100%	-	100%	96%	100%	99%	100%	99%	100%
Included in Accountability	92%	93%	**92%**	91%	90%	92%	*	100%	-	83%	92%	78%	97%	84%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**6%**	9%	6%	7%	*	0%	-	17%	4%	22%	1%	15%	3%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	4%	0%	*	0%	-	0%	0%	0%	1%	2%	2%	6%
Not Tested	1%	1%	**1%**	0%	0%	2%	*	0%	-	0%	4%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	0%	2%	*	0%	-	0%	4%	0%	1%	0%	1%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	98%	*	100%	-	100%	96%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	**93%**	91%	94%	92%	*	100%	-	83%	92%	78%	98%	85%	96%	100%
Not Included in Accountability: Mobile	5%	5%	**6%**	9%	6%	7%	*	0%	-	17%	4%	22%	1%	15%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	2%	*	0%	-	0%	4%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	0%	2%	*	0%	-	0%	4%	0%	1%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**98%**	*	95%	100%	-	*	-	*	100%	*	100%	96%	97%	90%
Included in Accountability	93%	95%	**85%**	*	86%	88%	-	*	-	*	100%	*	100%	70%	91%	90%
Not Included in Accountability: Mobile	4%	4%	**13%**	*	10%	12%	-	*	-	*	0%	*	0%	26%	6%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**2%**	*	5%	0%	-	*	-	*	0%	*	0%	4%	3%	10%
Absent	1%	1%	**2%**	*	5%	0%	-	*	-	*	0%	*	0%	4%	3%	10%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.5%**	93.7%	93.3%	95.0%	*	97.8%	-	95.0%	93.4%	94.1%	96.6%
2020-21	95.0%	95.7%	**94.6%**	91.6%	93.8%	95.6%	*	96.2%	-	96.4%	92.5%	94.1%	96.4%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**16.0%**	18.5%	20.8%	14.4%	*	4.5%	-	7.7%	24.1%	16.4%	3.8%
2020-21	15.0%	12.4%	**15.5%**	22.2%	19.8%	13.6%	*	3.3%	-	7.1%	23.7%	16.1%	3.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	373	100.0%	22,581	5,504,150	373	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	11	2.9%	0.5%	0.3%	11	2.9%	0.7%	0.5%
Pre-Kindergarten	22	5.9%	3.9%	4.4%	22	5.9%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	22	5.9%	3.4%	3.7%	22	5.9%	3.4%	3.7%
Kindergarten	53	14.2%	6.8%	6.7%	53	14.2%	6.8%	6.7%
Grade 1	59	15.8%	6.9%	7.2%	59	15.8%	6.9%	7.2%
Grade 2	54	14.5%	7.0%	7.2%	54	14.5%	7.0%	7.2%
Grade 3	63	16.9%	7.1%	7.2%	63	16.9%	7.1%	7.1%
Grade 4	58	15.5%	7.1%	7.2%	58	15.5%	7.1%	7.1%
Grade 5	53	14.2%	7.0%	7.2%	53	14.2%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	45	12.1%	9.8%	12.8%	45	12.1%	9.8%	12.8%
Hispanic	134	35.9%	45.6%	53.0%	134	35.9%	45.6%	52.9%
White	134	35.9%	35.3%	25.6%	134	35.9%	35.4%	25.7%
American Indian	4	1.1%	0.4%	0.3%	4	1.1%	0.4%	0.3%
Asian	33	8.8%	4.5%	5.1%	33	8.8%	4.5%	5.1%
Pacific Islander	2	0.5%	0.5%	0.2%	2	0.5%	0.5%	0.2%
Two or More Races	21	5.6%	3.9%	3.0%	21	5.6%	3.9%	3.0%
Sex:								
Female	172	46.1%	48.4%	48.8%	172	46.1%	48.3%	48.8%
Male	201	53.9%	51.6%	51.2%	201	53.9%	51.7%	51.2%
Economically Disadvantaged	261	70.0%	63.5%	62.1%	261	70.0%	63.4%	62.0%
Non-Educationally Disadvantaged	112	30.0%	36.5%	37.9%	112	30.0%	36.6%	38.0%
Section 504 Students	22	5.9%	9.6%	7.4%	22	5.9%	9.5%	7.4%
EB Students/EL	72	19.3%	25.0%	23.1%	72	19.3%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	2	0.5%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	25	6.7%	7.8%	5.5%	25	6.7%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	2	0.5%	0.8%	1.3%	2	0.5%	0.8%	1.3%
Immigrant	4	1.1%	2.0%	2.2%	4	1.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	371	99.5%	54.1%	64.6%	371	99.5%	54.1%	64.6%
Military Connected	4	1.1%	0.7%	3.6%	4	1.1%	0.7%	3.6%
At-Risk	267	71.6%	64.3%	53.3%	267	71.6%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	71	19.0%	24.8%	23.2%	71	19.0%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	19	5.1%	7.0%	8.2%	19	5.1%	7.0%	8.2%
Special Education	65	17.4%	12.6%	12.6%	65	17.4%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability Students with Intellectual Disabilities	17	26.2%	40.4%	44.1%				
Students with Physical Disabilities	13	20.0%	23.7%	20.0%				
Students with Autism	26	40.0%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	46	16.1%	14.4%	16.8%				
By Ethnicity: African American	7	2.5%	2.6%	3.3%				
Hispanic	11	3.9%	6.0%	8.7%				
White	21	7.4%	4.5%	3.4%				
American Indian	2	0.7%	0.1%	0.1%				
Asian	1	0.4%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	1.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	17.2%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	9.6%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	36	17.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	51	17.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.6%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	4.3%	3.7%	2.5%	11.1%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	2.6%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.0	20.3	18.7
Grade 1	18.7	20.3	19.1
Grade 2	17.7	19.5	19.1
Grade 3	20.0	19.3	19.3
Grade 4	31.0	21.1	19.4
Grade 5	26.6	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
ALLIENE MULLENDORE EL (220902105) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	50.3	100.0%	100.0%	100.0%
Professional Staff:	37.3	74.2%	67.6%	64.1%
Teachers	28.3	56.3%	50.4%	48.7%
Professional Support	7.0	13.9%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.0%	3.2%	3.3%
Educational Aides:	13.0	25.8%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	8.1	16.2%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	27.3	96.5%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	1.0	3.5%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	1.3	4.5%	23.2%	24.4%
Females	27.0	95.5%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	3.5%	0.7%	2.0%
Bachelors	18.2	64.1%	72.1%	72.2%
Masters	9.2	32.3%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.5%	9.5%	9.7%
1-5 Years Experience	8.3	29.4%	23.2%	26.3%
6-10 Years Experience	7.3	25.9%	22.7%	20.5%
11-20 Years Experience	6.7	23.6%	27.9%	27.2%
21-30 Years Experience	3.9	13.9%	13.5%	13.3%
Over 30 Years Experience	1.0	3.5%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.2	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	8.0	6.4	5.2
Average Years Experience of Assistant Principals with District	8.0	5.1	4.4
Average Years Experience of Teachers:	12.0	11.5	11.0
Average Years Experience of Teachers with District:	7.0	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,739	$60,212	$56,516
6-10 Years Experience	$63,174	$61,624	$59,732
11-20 Years Experience	$64,272	$64,485	$63,389
21-30 Years Experience	$69,463	$69,454	$67,876
Over 30 Years Experience	$81,153	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,773	$63,500	$60,717
Professional Support	$65,372	$76,823	$72,022
Campus Administration (School Leadership)	$93,189	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.1	10.8%	7.3%	3.2%
Gifted and Talented Education	0.6	2.1%	0.9%	1.7%
Regular Education	19.0	67.1%	63.5%	70.6%
Special Education	5.7	20.1%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: SMITHFIELD EL

Campus Number: 220902107

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**95%**	*	95%	96%	*	*	-	100%	79%	-	94%	100%	91%	100%
	2022	76%	77%	**99%**	*	100%	100%	-	*	*	100%	88%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2023	50%	51%	**83%**	*	76%	87%	*	*	-	86%	64%	-	80%	90%	74%	100%
	2022	51%	52%	**79%**	*	67%	84%	-	*	*	100%	63%	*	78%	90%	67%	100%
At Masters Grade Level	2023	20%	20%	**48%**	*	43%	53%	*	*	-	43%	29%	-	46%	52%	40%	60%
	2022	30%	32%	**53%**	*	39%	56%	-	*	*	86%	25%	*	52%	60%	33%	67%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**91%**	*	90%	92%	*	*	-	86%	64%	-	88%	100%	94%	100%
	2022	71%	72%	**92%**	*	89%	95%	-	*	*	100%	75%	*	91%	100%	85%	100%
At Meets Grade Level or Above	2023	45%	44%	**62%**	*	43%	68%	*	*	-	71%	43%	-	60%	67%	57%	80%
	2022	43%	44%	**66%**	*	67%	68%	-	*	*	71%	50%	*	67%	60%	52%	83%
At Masters Grade Level	2023	19%	18%	**34%**	*	24%	36%	*	*	-	29%	21%	-	37%	24%	29%	20%
	2022	21%	22%	**33%**	*	33%	32%	-	*	*	43%	13%	*	35%	20%	19%	50%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**94%**	*	88%	95%	-	*	-	100%	64%	*	95%	90%	91%	100%
	2022	77%	79%	**93%**	89%	95%	92%	*	*	-	*	100%	*	93%	95%	90%	100%
At Meets Grade Level or Above	2023	48%	50%	**75%**	*	71%	75%	-	*	-	86%	45%	*	76%	71%	61%	67%
	2022	54%	54%	**71%**	67%	52%	78%	*	*	-	*	67%	*	73%	63%	65%	67%
At Masters Grade Level	2023	22%	22%	**43%**	*	42%	43%	-	*	-	43%	36%	*	44%	38%	36%	50%
	2022	28%	28%	**48%**	44%	24%	59%	*	*	-	*	44%	*	49%	42%	35%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**96%**	*	96%	95%	-	*	-	100%	82%	*	96%	95%	94%	100%
	2022	70%	71%	**91%**	67%	90%	96%	*	*	-	*	78%	*	93%	84%	87%	100%
At Meets Grade Level or Above	2023	48%	44%	**73%**	*	58%	83%	-	*	-	71%	45%	*	79%	57%	59%	67%
	2022	43%	42%	**68%**	44%	43%	81%	*	*	-	*	56%	*	65%	79%	61%	56%
At Masters Grade Level	2023	22%	19%	**37%**	*	33%	40%	-	*	-	29%	9%	*	39%	33%	28%	33%
	2022	23%	20%	**38%**	11%	10%	52%	*	*	-	*	33%	*	38%	37%	29%	44%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**92%**	89%	83%	96%	*	*	-	*	75%	*	93%	92%	90%	100%
	2022	81%	84%	**98%**	86%	100%	100%	-	*	*	*	91%	*	98%	100%	100%	100%
At Meets Grade Level or Above	2023	57%	61%	**79%**	78%	71%	81%	*	*	-	*	63%	*	84%	68%	79%	88%
	2022	58%	60%	**81%**	57%	64%	87%	-	*	*	*	45%	*	83%	76%	84%	82%
At Masters Grade Level	2023	28%	32%	**47%**	44%	33%	52%	*	*	-	*	13%	*	51%	36%	44%	50%
	2022	36%	39%	**57%**	57%	18%	68%	-	*	*	*	27%	*	60%	52%	55%	55%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**91%**	78%	83%	96%	*	*	-	*	75%	*	91%	91%	89%	88%
	2022	77%	79%	**86%**	57%	91%	87%	-	*	*	*	55%	*	86%	86%	84%	100%
At Meets Grade Level or Above	2023	51%	51%	**70%**	33%	65%	76%	*	*	-	*	63%	*	69%	74%	70%	75%
	2022	48%	48%	**54%**	43%	55%	53%	-	*	*	*	36%	*	57%	48%	42%	45%
At Masters Grade Level	2023	21%	22%	**29%**	11%	13%	37%	*	*	-	*	13%	*	28%	30%	19%	25%
	2022	25%	24%	**24%**	14%	27%	24%	-	*	*	*	9%	*	24%	24%	16%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**89%**	56%	83%	96%	*	*	-	*	88%	*	88%	92%	85%	75%
	2022	66%	71%	**97%**	71%	100%	100%	-	*	*	*	82%	*	98%	95%	100%	100%
At Meets Grade Level or Above	2023	36%	42%	**70%**	33%	63%	80%	*	*	-	*	50%	*	72%	64%	64%	63%
	2022	38%	43%	**60%**	43%	55%	61%	-	*	*	*	36%	*	62%	57%	52%	64%
At Masters Grade Level	2023	16%	19%	**37%**	22%	21%	48%	*	*	-	*	25%	*	39%	32%	31%	25%
	2022	18%	20%	**22%**	29%	18%	24%	-	*	*	*	9%	*	26%	14%	16%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2022	73%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2022	39%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2022	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**93%**	77%	88%	95%	100%	100%	-	97%	74%	94%	92%	94%	90%	93%
	2022	74%	76%	**94%**	72%	95%	96%	*	100%	100%	96%	81%	100%	94%	93%	92%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**73%**	46%	64%	79%	80%	100%	-	79%	53%	81%	74%	70%	67%	76%
	2022	48%	50%	**69%**	49%	57%	74%	*	94%	60%	78%	49%	55%	70%	66%	60%	68%
At Masters Grade Level	2023	20%	22%	**39%**	23%	30%	44%	40%	67%	-	35%	22%	38%	40%	35%	32%	37%
	2022	23%	24%	**40%**	28%	24%	46%	*	59%	0%	52%	22%	45%	41%	35%	29%	38%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**94%**	87%	88%	96%	*	100%	-	100%	73%	100%	94%	94%	91%	100%
	2022	75%	76%	**96%**	85%	98%	97%	*	100%	*	100%	93%	100%	96%	98%	97%	100%
At Meets Grade Level or Above	2023	53%	56%	**79%**	67%	72%	81%	*	100%	-	88%	58%	83%	80%	76%	72%	84%
	2022	53%	53%	**77%**	60%	60%	83%	*	100%	*	92%	57%	60%	77%	74%	72%	81%
At Masters Grade Level	2023	20%	21%	**46%**	33%	39%	50%	*	60%	-	44%	27%	50%	47%	42%	40%	53%
	2022	25%	25%	**52%**	45%	28%	60%	*	71%	*	75%	32%	40%	53%	50%	42%	50%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**93%**	80%	90%	95%	*	100%	-	94%	73%	100%	92%	96%	92%	95%
	2022	72%	75%	**90%**	60%	90%	93%	*	100%	*	92%	68%	100%	90%	88%	85%	100%
At Meets Grade Level or Above	2023	45%	46%	**68%**	33%	57%	75%	*	100%	-	75%	48%	100%	69%	67%	63%	74%
	2022	42%	44%	**63%**	40%	54%	69%	*	100%	*	58%	46%	40%	64%	62%	52%	58%
At Masters Grade Level	2023	19%	18%	**33%**	13%	23%	37%	*	80%	-	31%	15%	17%	34%	28%	25%	26%
	2022	20%	21%	**32%**	10%	22%	37%	*	71%	*	33%	18%	40%	34%	28%	21%	38%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**89%**	56%	83%	96%	*	*	-	*	88%	*	88%	92%	85%	75%
	2022	76%	78%	**97%**	71%	100%	100%	-	*	*	*	82%	*	98%	95%	100%	100%
At Meets Grade Level or Above	2023	47%	54%	**70%**	33%	63%	80%	*	*	-	*	50%	*	72%	64%	64%	63%
	2022	47%	51%	**60%**	43%	55%	61%	-	*	*	*	36%	*	62%	57%	52%	64%
At Masters Grade Level	2023	18%	23%	**37%**	22%	21%	48%	*	*	-	*	25%	*	39%	32%	31%	25%
	2022	21%	24%	**22%**	29%	18%	24%	-	*	*	*	9%	*	26%	14%	16%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**60%**	*	38%	68%	*	*	-	71%	43%	-	58%	67%	54%	80%
	2022	36%	38%	**58%**	*	56%	62%	-	*	*	71%	38%	*	58%	60%	44%	83%
Reading and Mathematics Including EOC	2023	37%	37%	**60%**	*	38%	68%	*	*	-	71%	43%	-	58%	67%	54%	80%
	2022	36%	38%	**58%**	*	56%	62%	-	*	*	71%	38%	*	58%	60%	44%	83%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**83%**	*	76%	87%	*	*	-	86%	64%	-	80%	90%	74%	100%
	2022	51%	52%	**79%**	*	67%	84%	-	*	*	100%	63%	*	78%	90%	67%	100%
Math Including EOC	2023	45%	44%	**62%**	*	43%	68%	*	*	-	71%	43%	-	60%	67%	57%	80%
	2022	43%	45%	**66%**	*	67%	69%	-	*	*	71%	50%	*	67%	60%	52%	83%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**67%**	*	54%	74%	-	*	-	71%	36%	*	72%	52%	50%	67%
	2022	36%	34%	**59%**	33%	33%	73%	*	*	-	*	56%	*	58%	63%	48%	56%
Reading and Mathematics Including EOC	2023	38%	37%	**67%**	*	54%	74%	-	*	-	71%	36%	*	72%	52%	50%	67%
	2022	36%	34%	**59%**	33%	33%	73%	*	*	-	*	56%	*	58%	63%	48%	56%
Reading Including EOC	2023	48%	50%	**75%**	*	71%	75%	-	*	-	86%	45%	*	76%	71%	61%	67%
	2022	54%	54%	**71%**	67%	52%	78%	*	*	-	*	67%	*	73%	63%	65%	67%
Math Including EOC	2023	48%	44%	**73%**	*	58%	84%	-	*	-	71%	45%	*	79%	57%	59%	67%
	2022	43%	42%	**67%**	44%	43%	80%	*	*	-	*	56%	*	64%	79%	61%	56%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**66%**	33%	63%	70%	*	*	-	*	50%	*	67%	64%	69%	75%
	2022	41%	41%	**51%**	43%	36%	53%	-	*	*	*	36%	*	52%	48%	42%	36%
Reading and Mathematics Including EOC	2023	43%	45%	**66%**	33%	63%	70%	*	*	-	*	50%	*	67%	64%	69%	75%
	2022	41%	41%	**51%**	43%	36%	53%	-	*	*	*	36%	*	52%	48%	42%	36%
Reading Including EOC	2023	57%	61%	**79%**	78%	71%	81%	*	*	-	*	63%	*	84%	68%	79%	88%
	2022	58%	60%	**81%**	57%	64%	87%	-	*	*	*	45%	*	83%	76%	84%	82%
Math Including EOC	2023	51%	51%	**71%**	33%	67%	76%	*	*	-	*	63%	*	69%	76%	72%	75%
	2022	48%	48%	**54%**	43%	55%	53%	-	*	*	*	36%	*	57%	48%	42%	45%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**65%**	33%	52%	71%	*	100%	-	75%	42%	83%	66%	61%	58%	74%
	2022	34%	35%	**57%**	30%	42%	63%	*	100%	*	58%	43%	40%	57%	56%	45%	54%
Reading and Mathematics Including EOC	2023	39%	41%	**65%**	33%	52%	71%	*	100%	-	75%	42%	83%	66%	61%	58%	74%
	2022	36%	38%	**57%**	30%	42%	63%	*	100%	*	58%	43%	40%	57%	56%	45%	54%
Reading Including EOC	2023	53%	56%	**79%**	67%	72%	81%	*	100%	-	88%	58%	83%	80%	76%	72%	84%
	2022	53%	54%	**77%**	60%	60%	83%	*	100%	*	92%	57%	60%	77%	74%	72%	81%
Math Including EOC	2023	47%	48%	**68%**	33%	57%	75%	*	100%	-	75%	48%	100%	69%	67%	63%	74%
	2022	43%	46%	**63%**	40%	54%	69%	*	100%	*	58%	46%	40%	64%	62%	52%	58%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**69%**	*	80%	64%	-	*	-	50%	40%	*	66%	78%	75%	100%
Grade 4 Mathematics	2023	63%	57%	**83%**	*	83%	84%	-	*	-	83%	65%	*	82%	86%	85%	100%
Grade 5 ELA/Reading	2023	65%	69%	**76%**	78%	71%	78%	*	*	-	*	38%	*	80%	66%	76%	81%
Grade 5 Mathematics	2023	71%	72%	**68%**	67%	72%	67%	*	*	-	*	63%	*	66%	72%	66%	50%
Grade 6 Mathematics	2023	54%	56%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
All Grades Both Subjects	2023	64%	65%	**73%**	73%	76%	73%	*	83%	-	69%	51%	88%	73%	73%	74%	80%
All Grades ELA/Reading	2023	63%	65%	**73%**	77%	76%	72%	*	*	-	50%	39%	92%	74%	71%	75%	89%
All Grades Mathematics	2023	66%	66%	**74%**	69%	76%	73%	*	*	-	88%	64%	83%	73%	74%	73%	71%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	*	-	*	*	-	-	-	-	*	-	*	*	*	*
Grade 4 Mathematics	2023	27%	27%	**78%**	*	83%	*	-	-	-	-	*	-	80%	*	86%	*
Grade 5 ELA/Reading	2023	37%	35%	**50%**	*	*	*	-	-	-	-	*	-	40%	*	*	-
Grade 5 Mathematics	2023	48%	53%	**50%**	*	60%	*	-	-	-	-	*	-	40%	60%	50%	-
All Grades Both Subjects	2023	38%	40%	**58%**	71%	60%	44%	-	-	-	-	14%	-	53%	64%	58%	*
All Grades ELA/Reading	2023	35%	39%	**50%**	*	*	50%	-	-	-	-	*	-	43%	60%	33%	*
All Grades Mathematics	2023	40%	41%	**63%**	60%	73%	*	-	-	-	-	20%	-	60%	67%	69%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**93%**	-	-	-	-	-	-	93%	93%	-	-	-	93%	93%	*
	2022	74%	76%	**94%**	-	-	-	-	-	-	100%	100%	-	-	-	93%	100%	100%
At Meets Grade Level or Above	2023	49%	53%	**73%**	-	-	-	-	-	-	74%	74%	-	-	-	73%	74%	*
	2022	48%	50%	**69%**	-	-	-	-	-	-	65%	65%	-	-	-	69%	65%	88%
At Masters Grade Level	2023	20%	22%	**39%**	-	-	-	-	-	-	33%	33%	-	-	-	39%	33%	*
	2022	23%	24%	**40%**	-	-	-	-	-	-	33%	33%	-	-	-	40%	33%	75%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**94%**	-	-	-	-	-	-	100%	100%	-	-	-	93%	100%	*
	2022	75%	76%	**96%**	-	-	-	-	-	-	100%	100%	-	-	-	96%	100%	*
At Meets Grade Level or Above	2023	53%	56%	**79%**	-	-	-	-	-	-	83%	83%	-	-	-	79%	83%	*
	2022	53%	53%	**77%**	-	-	-	-	-	-	78%	78%	-	-	-	76%	78%	*
At Masters Grade Level	2023	20%	21%	**46%**	-	-	-	-	-	-	50%	50%	-	-	-	45%	50%	*
	2022	25%	25%	**52%**	-	-	-	-	-	-	43%	43%	-	-	-	53%	43%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**93%**	-	-	-	-	-	-	94%	94%	-	-	-	92%	94%	*
	2022	72%	75%	**90%**	-	-	-	-	-	-	100%	100%	-	-	-	89%	100%	*
At Meets Grade Level or Above	2023	45%	46%	**68%**	-	-	-	-	-	-	72%	72%	-	-	-	68%	72%	*
	2022	42%	44%	**63%**	-	-	-	-	-	-	57%	57%	-	-	-	64%	57%	*
At Masters Grade Level	2023	19%	18%	**33%**	-	-	-	-	-	-	22%	22%	-	-	-	33%	22%	*
	2022	20%	21%	**32%**	-	-	-	-	-	-	35%	35%	-	-	-	32%	35%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**89%**	-	-	-	-	-	-	71%	71%	-	-	-	90%	71%	*
	2022	76%	78%	**97%**	-	-	-	-	-	-	100%	100%	-	-	-	96%	100%	*
At Meets Grade Level or Above	2023	47%	54%	**70%**	-	-	-	-	-	-	57%	57%	-	-	-	70%	57%	*
	2022	47%	51%	**60%**	-	-	-	-	-	-	56%	56%	-	-	-	60%	56%	*
At Masters Grade Level	2023	18%	23%	**37%**	-	-	-	-	-	-	14%	14%	-	-	-	38%	14%	*
	2022	21%	24%	**22%**	-	-	-	-	-	-	0%	0%	-	-	-	25%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**73%**	-	-	-	-	-	-	79%	79%	-	-	-	73%	79%	*
All Grades ELA/Reading	2023	63%	65%	**73%**	-	-	-	-	-	-	88%	88%	-	-	-	71%	88%	*
All Grades Mathematics	2023	66%	66%	**74%**	-	-	-	-	-	-	69%	69%	-	-	-	74%	69%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**58%**	-	-	-	-	-	-	*	*	-	-	-	54%	*	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SMITHFIELD EL (220902107) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**50%**	-	-	-	-	-	-	*	*	-	-	-	45%	*	-
All Grades Mathematics	2023	40%	41%	**63%**	-	-	-	-	-	-	*	*	-	-	-	59%	*	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	81%	94%	95%	100%	50%	-	100%	94%	76%	94%	89%	90%	64%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	3%	5%	0%	8%	-	0%	4%	24%	2%	11%	3%	7%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	10%	2%	1%	0%	42%	-	0%	3%	0%	4%	0%	6%	29%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**92%**	79%	93%	94%	*	50%	-	100%	94%	75%	93%	88%	90%	63%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	4%	5%	*	10%	-	0%	3%	25%	2%	12%	3%	7%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	11%	3%	1%	*	40%	-	0%	3%	0%	4%	0%	7%	30%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	79%	93%	94%	*	50%	-	100%	94%	75%	93%	88%	90%	63%
Not Included in Accountability: Mobile	5%	4%	**5%**	11%	4%	5%	*	10%	-	0%	3%	25%	2%	12%	3%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	11%	3%	1%	*	40%	-	0%	3%	0%	4%	0%	7%	30%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	90%	100%	96%	*	*	-	*	89%	80%	96%	93%	93%	67%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	0%	4%	*	*	-	*	11%	20%	0%	7%	2%	8%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	10%	0%	0%	*	*	-	*	0%	0%	4%	0%	5%	25%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	100%	100%	93%	93%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	**95%**	90%	93%	97%	*	77%	100%	93%	88%	100%	99%	83%	91%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	10%	7%	2%	*	14%	0%	0%	5%	0%	0%	15%	7%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	9%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	0%	0%	7%	7%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	1%	*	0%	0%	7%	7%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	100%	*	92%	94%	100%	99%	100%	99%	100%
Included in Accountability	92%	93%	**95%**	91%	93%	97%	*	78%	*	92%	88%	100%	99%	82%	91%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	9%	7%	2%	*	11%	*	0%	6%	0%	0%	16%	7%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	11%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	0%	*	8%	6%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	1%	*	0%	*	8%	6%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	100%	*	92%	94%	100%	99%	100%	99%	100%
Included in Accountability	93%	94%	**95%**	91%	93%	97%	*	78%	*	92%	88%	100%	99%	82%	91%	93%
Not Included in Accountability: Mobile	5%	5%	**4%**	9%	7%	2%	*	11%	*	0%	6%	0%	0%	16%	7%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	11%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	0%	*	8%	6%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	1%	*	0%	*	8%	6%	0%	1%	0%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**98%**	100%	100%	97%	-	*	*	*	92%	*	98%	100%	97%	100%
Included in Accountability	93%	95%	**95%**	88%	100%	97%	-	*	*	*	92%	*	98%	91%	91%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	13%	0%	0%	-	*	*	*	0%	*	0%	9%	6%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**2%**	0%	0%	3%	-	*	*	*	8%	*	2%	0%	3%	0%
Absent	1%	1%	**2%**	0%	0%	3%	-	*	*	*	8%	*	2%	0%	3%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.7%**	95.3%	93.3%	95.3%	*	95.6%	*	92.8%	93.8%	93.4%	95.9%
2020-21	95.0%	95.7%	**96.8%**	96.9%	95.5%	97.0%	*	99.0%	*	97.7%	96.4%	95.2%	96.8%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**13.4%**	12.1%	24.7%	10.5%	*	0.0%	40.0%	6.9%	12.9%	20.7%	7.5%
2020-21	15.0%	12.4%	**6.6%**	2.9%	15.9%	5.0%	*	0.0%	*	0.0%	4.8%	14.3%	10.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	610	100.0%	22,581	5,504,150	610	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	6	1.0%	0.5%	0.3%	6	1.0%	0.7%	0.5%
Pre-Kindergarten	49	8.0%	3.9%	4.4%	49	8.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	25	4.1%	0.5%	0.7%	25	4.1%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	24	3.9%	3.4%	3.7%	24	3.9%	3.4%	3.7%
Kindergarten	101	16.6%	6.8%	6.7%	101	16.6%	6.8%	6.7%
Grade 1	93	15.2%	6.9%	7.2%	93	15.2%	6.9%	7.2%
Grade 2	88	14.4%	7.0%	7.2%	88	14.4%	7.0%	7.2%
Grade 3	94	15.4%	7.1%	7.2%	94	15.4%	7.1%	7.1%
Grade 4	84	13.8%	7.1%	7.2%	84	13.8%	7.1%	7.1%
Grade 5	95	15.6%	7.0%	7.2%	95	15.6%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	41	6.7%	9.8%	12.8%	41	6.7%	9.8%	12.8%
Hispanic	148	24.3%	45.6%	53.0%	148	24.3%	45.6%	52.9%
White	354	58.0%	35.3%	25.6%	354	58.0%	35.4%	25.7%
American Indian	3	0.5%	0.4%	0.3%	3	0.5%	0.4%	0.3%
Asian	20	3.3%	4.5%	5.1%	20	3.3%	4.5%	5.1%
Pacific Islander	3	0.5%	0.5%	0.2%	3	0.5%	0.5%	0.2%
Two or More Races	41	6.7%	3.9%	3.0%	41	6.7%	3.9%	3.0%
Sex:								
Female	284	46.6%	48.4%	48.8%	284	46.6%	48.3%	48.8%
Male	326	53.4%	51.6%	51.2%	326	53.4%	51.7%	51.2%
Economically Disadvantaged	256	42.0%	63.5%	62.1%	256	42.0%	63.4%	62.0%
Non-Educationally Disadvantaged	354	58.0%	36.5%	37.9%	354	58.0%	36.6%	38.0%
Section 504 Students	35	5.7%	9.6%	7.4%	35	5.7%	9.5%	7.4%
EB Students/EL	62	10.2%	25.0%	23.1%	62	10.2%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	28	4.6%	7.8%	5.5%	28	4.6%	7.8%	5.5%
Foster Care	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Homeless	1	0.2%	0.8%	1.3%	1	0.2%	0.8%	1.3%
Immigrant	7	1.1%	2.0%	2.2%	7	1.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	610	100.0%	54.1%	64.6%	610	100.0%	54.1%	64.6%
Military Connected	6	1.0%	0.7%	3.6%	6	1.0%	0.7%	3.6%
At-Risk	316	51.8%	64.3%	53.3%	316	51.8%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	61	10.0%	24.8%	23.2%	61	10.0%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	42	6.9%	7.0%	8.2%	42	6.9%	7.0%	8.2%
Special Education	70	11.5%	12.6%	12.6%	70	11.5%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability Students with Intellectual Disabilities	15	21.4%	40.4%	44.1%				
Students with Physical Disabilities	17	24.3%	23.7%	20.0%				
Students with Autism	27	38.6%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	40	9.0%	14.4%	16.8%				
By Ethnicity: African American	6	1.4%	2.6%	3.3%				
Hispanic	13	2.9%	6.0%	8.7%				
White	16	3.6%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.7%	0.4%	0.7%				
Pacific Islander	2	0.5%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	7.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	18.6%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	28	15.1%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	93	18.9%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.8%	3.0%	1.5%	6.7%	5.6%	4.5%
Grade 1	1.2%	3.7%	2.5%	11.1%	3.6%	3.6%
Grade 2	1.4%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	2.9%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.4	20.3	18.7
Grade 1	20.8	20.3	19.1
Grade 2	22.3	19.5	19.1
Grade 3	18.5	19.3	19.3
Grade 4	20.7	21.1	19.4
Grade 5	23.4	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	58.7	100.0%	100.0%	100.0%
Professional Staff:	46.1	78.4%	67.6%	64.1%
Teachers	39.1	66.6%	50.4%	48.7%
Professional Support	5.0	8.5%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.4%	3.2%	3.3%
Educational Aides:	12.7	21.6%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	7.3	12.4%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.1	2.9%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	35.9	92.0%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	2.0	5.1%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	2.0	5.0%	23.2%	24.4%
Females	37.1	95.0%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	2.6%	0.7%	2.0%
Bachelors	27.2	69.6%	72.1%	72.2%
Masters	10.9	27.8%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.2%	9.5%	9.7%
1-5 Years Experience	10.0	25.6%	23.2%	26.3%
6-10 Years Experience	12.2	31.3%	22.7%	20.5%
11-20 Years Experience	7.4	18.9%	27.9%	27.2%
21-30 Years Experience	5.5	14.1%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
SMITHFIELD EL (220902107) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.6	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.7	6.1
Average Years Experience of Principals with District	10.0	6.7	5.3
Average Years Experience of Assistant Principals	13.0	6.4	5.2
Average Years Experience of Assistant Principals with District	13.0	5.1	4.4
Average Years Experience of Teachers:	10.0	11.5	11.0
Average Years Experience of Teachers with District:	7.3	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,806	$59,919	$53,300
1-5 Years Experience	$59,355	$60,212	$56,516
6-10 Years Experience	$60,948	$61,624	$59,732
11-20 Years Experience	$62,799	$64,485	$63,389
21-30 Years Experience	$67,604	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,610	$63,500	$60,717
Professional Support	$72,224	$76,823	$72,022
Campus Administration (School Leadership)	$91,516	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.1	10.4%	7.3%	3.2%
Gifted and Talented Education	0.8	2.1%	0.9%	1.7%
Regular Education	28.8	73.6%	63.5%	70.6%
Special Education	5.5	13.9%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: SNOW HEIGHTS EL

Campus Number: 220902108

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	School Year	State	District	Campus	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	2023	76%	77%	**79%**	*	67%	90%	-	*	-	80%	55%	*	87%	53%	69%	80%
	2022	76%	77%	**84%**	*	64%	89%	-	*	-	*	67%	*	85%	75%	79%	*
At Meets Grade Level or Above	2023	50%	51%	**48%**	*	19%	77%	-	*	-	0%	45%	*	59%	13%	31%	40%
	2022	51%	52%	**64%**	*	27%	77%	-	*	-	*	44%	*	66%	50%	67%	*
At Masters Grade Level	2023	20%	20%	**20%**	*	0%	37%	-	*	-	0%	18%	*	26%	0%	14%	20%
	2022	30%	32%	**47%**	*	9%	60%	-	*	-	*	22%	*	49%	38%	46%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**81%**	*	67%	94%	-	*	-	80%	42%	*	83%	73%	68%	100%
	2022	71%	72%	**74%**	*	36%	85%	-	*	-	*	56%	*	78%	50%	75%	*
At Meets Grade Level or Above	2023	45%	44%	**41%**	*	24%	63%	-	*	-	0%	33%	*	54%	0%	35%	60%
	2022	43%	44%	**46%**	*	27%	53%	-	*	-	*	56%	*	46%	50%	42%	*
At Masters Grade Level	2023	19%	18%	**11%**	*	5%	19%	-	*	-	0%	0%	*	15%	0%	6%	0%
	2022	21%	22%	**19%**	*	9%	21%	-	*	-	*	22%	*	17%	25%	21%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**82%**	57%	58%	91%	-	*	-	*	55%	*	84%	73%	72%	*
	2022	77%	79%	**84%**	*	74%	93%	-	*	-	*	46%	*	83%	87%	79%	83%
At Meets Grade Level or Above	2023	48%	50%	**57%**	57%	33%	66%	-	*	-	*	36%	*	58%	53%	56%	*
	2022	54%	54%	**68%**	*	63%	69%	-	*	-	*	23%	*	71%	60%	67%	83%
At Masters Grade Level	2023	22%	22%	**22%**	29%	8%	29%	-	*	-	*	18%	*	24%	13%	25%	*
	2022	28%	28%	**43%**	*	37%	45%	-	*	-	*	8%	*	44%	40%	42%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**78%**	57%	58%	86%	-	*	-	*	55%	*	80%	73%	72%	*
	2022	70%	71%	**64%**	*	58%	76%	-	*	-	*	23%	*	66%	60%	63%	83%
At Meets Grade Level or Above	2023	48%	44%	**50%**	29%	25%	57%	-	*	-	*	36%	*	53%	40%	47%	*
	2022	43%	42%	**34%**	*	26%	45%	-	*	-	*	15%	*	29%	47%	29%	33%
At Masters Grade Level	2023	22%	19%	**17%**	14%	8%	20%	-	*	-	*	9%	*	20%	7%	13%	*
	2022	23%	20%	**20%**	*	5%	31%	-	*	-	*	8%	*	17%	27%	13%	17%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**79%**	83%	64%	93%	-	*	-	*	47%	*	79%	79%	69%	*
	2022	81%	84%	**93%**	100%	84%	95%	-	*	-	100%	67%	*	98%	84%	96%	*
At Meets Grade Level or Above	2023	57%	61%	**61%**	50%	50%	76%	-	*	-	*	27%	*	64%	53%	45%	*
	2022	58%	60%	**73%**	86%	53%	81%	-	*	-	60%	50%	*	78%	64%	70%	*
At Masters Grade Level	2023	28%	32%	**36%**	33%	27%	45%	-	*	-	*	7%	*	45%	16%	24%	*
	2022	36%	39%	**46%**	57%	26%	51%	-	*	-	40%	25%	*	47%	44%	48%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**83%**	67%	77%	90%	-	*	-	*	53%	*	79%	90%	74%	*
	2022	77%	79%	**89%**	86%	78%	92%	-	*	-	100%	64%	*	91%	83%	85%	*
At Meets Grade Level or Above	2023	51%	51%	**49%**	33%	50%	55%	-	*	-	*	12%	*	48%	52%	45%	*
	2022	48%	48%	**63%**	29%	39%	79%	-	*	-	60%	45%	*	74%	42%	67%	*
At Masters Grade Level	2023	21%	22%	**25%**	0%	23%	35%	-	*	-	*	6%	*	24%	29%	23%	*
	2022	25%	24%	**31%**	0%	22%	39%	-	*	-	40%	18%	*	35%	25%	41%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**70%**	50%	64%	84%	-	*	-	*	24%	*	63%	86%	65%	*
	2022	66%	71%	**86%**	71%	74%	92%	-	*	-	100%	67%	*	84%	88%	81%	*
At Meets Grade Level or Above	2023	36%	42%	**48%**	33%	36%	63%	-	*	-	*	18%	*	49%	48%	32%	*
	2022	38%	43%	**51%**	71%	32%	54%	-	*	-	60%	42%	*	58%	40%	48%	*
At Masters Grade Level	2023	16%	19%	**22%**	17%	14%	28%	-	*	-	*	6%	*	19%	29%	10%	*
	2022	18%	20%	**23%**	14%	21%	27%	-	*	-	20%	25%	*	27%	16%	22%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	73%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	39%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**79%**	60%	66%	90%	-	82%	-	76%	46%	92%	79%	77%	70%	75%
	2022	74%	76%	**83%**	84%	69%	89%	-	90%	-	76%	54%	84%	84%	79%	80%	66%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**51%**	35%	35%	65%	-	45%	-	32%	28%	83%	55%	39%	42%	43%
	2022	48%	50%	**58%**	61%	40%	66%	-	70%	-	44%	38%	63%	60%	50%	56%	47%
At Masters Grade Level	2023	20%	22%	**22%**	15%	13%	30%	-	9%	-	12%	9%	33%	24%	15%	16%	14%
	2022	23%	24%	**33%**	35%	20%	39%	-	35%	-	24%	18%	11%	34%	30%	33%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**80%**	65%	64%	91%	-	80%	-	82%	51%	80%	83%	69%	70%	67%
	2022	75%	76%	**87%**	100%	76%	92%	-	89%	-	80%	59%	88%	89%	83%	85%	71%
At Meets Grade Level or Above	2023	53%	56%	**55%**	47%	35%	72%	-	40%	-	27%	35%	60%	60%	41%	44%	42%
	2022	53%	53%	**69%**	83%	51%	76%	-	78%	-	50%	38%	75%	71%	60%	68%	57%
At Masters Grade Level	2023	20%	21%	**26%**	24%	13%	36%	-	20%	-	9%	14%	40%	32%	10%	21%	17%
	2022	25%	25%	**45%**	67%	27%	52%	-	56%	-	30%	18%	13%	47%	42%	45%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**81%**	59%	69%	90%	-	100%	-	82%	50%	100%	81%	80%	71%	83%
	2022	72%	75%	**77%**	75%	60%	85%	-	89%	-	60%	45%	75%	79%	70%	75%	64%
At Meets Grade Level or Above	2023	45%	46%	**47%**	24%	35%	59%	-	60%	-	36%	25%	100%	52%	33%	43%	50%
	2022	42%	44%	**49%**	33%	31%	60%	-	56%	-	30%	36%	50%	50%	45%	47%	36%
At Masters Grade Level	2023	19%	18%	**18%**	6%	13%	24%	-	0%	-	9%	5%	0%	19%	14%	14%	17%
	2022	20%	21%	**24%**	17%	13%	31%	-	22%	-	20%	15%	13%	23%	26%	25%	14%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**70%**	50%	64%	84%	-	*	-	*	24%	*	63%	86%	65%	*
	2022	76%	78%	**86%**	71%	74%	92%	-	*	-	100%	67%	*	84%	88%	81%	*
At Meets Grade Level or Above	2023	47%	54%	**48%**	33%	36%	63%	-	*	-	*	18%	*	49%	48%	32%	*
	2022	47%	51%	**51%**	71%	32%	54%	-	*	-	60%	42%	*	58%	40%	48%	*
At Masters Grade Level	2023	18%	23%	**22%**	17%	14%	28%	-	*	-	*	6%	*	19%	29%	10%	*
	2022	21%	24%	**23%**	14%	21%	27%	-	*	-	20%	25%	*	27%	16%	22%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**33%**	*	10%	57%	-	*	-	0%	36%	*	43%	0%	24%	40%
	2022	36%	38%	**44%**	*	27%	49%	-	*	-	*	44%	*	43%	50%	38%	*
Reading and Mathematics Including EOC	2023	37%	37%	**33%**	*	10%	57%	-	*	-	0%	36%	*	43%	0%	24%	40%
	2022	36%	38%	**44%**	*	27%	49%	-	*	-	*	44%	*	43%	50%	38%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**48%**	*	19%	77%	-	*	-	0%	45%	*	59%	13%	31%	40%
	2022	51%	52%	**64%**	*	27%	77%	-	*	-	*	44%	*	66%	50%	67%	*
Math Including EOC	2023	45%	44%	**41%**	*	24%	63%	-	*	-	0%	33%	*	54%	0%	35%	60%
	2022	43%	45%	**47%**	*	27%	54%	-	*	-	*	56%	*	47%	50%	42%	*
4th Graders																	
Reading and Mathematics	2023	38%	37%	**42%**	29%	17%	51%	-	*	-	*	36%	*	44%	33%	41%	*
	2022	36%	34%	**34%**	*	26%	45%	-	*	-	*	15%	*	29%	47%	29%	33%
Reading and Mathematics Including EOC	2023	38%	37%	**42%**	29%	17%	51%	-	*	-	*	36%	*	44%	33%	41%	*
	2022	36%	34%	**34%**	*	26%	45%	-	*	-	*	15%	*	29%	47%	29%	33%
Reading Including EOC	2023	48%	50%	**57%**	57%	33%	66%	-	*	-	*	36%	*	58%	53%	56%	*
	2022	54%	54%	**68%**	*	63%	69%	-	*	-	*	23%	*	71%	60%	67%	83%
Math Including EOC	2023	48%	44%	**51%**	29%	25%	58%	-	*	-	*	36%	*	54%	40%	47%	*
	2022	43%	42%	**34%**	*	26%	45%	-	*	-	*	15%	*	29%	47%	29%	33%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**47%**	33%	41%	57%	-	*	-	*	13%	*	49%	42%	38%	*
	2022	41%	41%	**54%**	29%	33%	67%	-	*	-	60%	36%	*	64%	38%	50%	*
Reading and Mathematics Including EOC	2023	43%	45%	**47%**	33%	41%	57%	-	*	-	*	13%	*	49%	42%	38%	*
	2022	41%	41%	**54%**	29%	33%	67%	-	*	-	60%	36%	*	64%	38%	50%	*
Reading Including EOC	2023	57%	61%	**61%**	50%	50%	76%	-	*	-	*	27%	*	64%	53%	45%	*
	2022	58%	60%	**72%**	86%	53%	81%	-	*	-	60%	50%	*	77%	64%	69%	*
Math Including EOC	2023	51%	51%	**49%**	33%	50%	55%	-	*	-	*	12%	*	48%	52%	45%	*
	2022	48%	48%	**62%**	29%	39%	78%	-	*	-	60%	45%	*	73%	42%	65%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**40%**	24%	24%	55%	-	40%	-	27%	27%	60%	45%	27%	34%	42%
	2022	34%	35%	**45%**	33%	29%	54%	-	56%	-	30%	30%	50%	45%	43%	39%	36%
Reading and Mathematics Including EOC	2023	39%	41%	**40%**	24%	24%	55%	-	40%	-	27%	27%	60%	45%	27%	34%	42%
	2022	36%	38%	**45%**	33%	29%	54%	-	56%	-	30%	30%	50%	45%	43%	39%	36%
Reading Including EOC	2023	53%	56%	**55%**	47%	35%	72%	-	40%	-	27%	35%	60%	60%	41%	44%	42%
	2022	53%	54%	**68%**	83%	51%	76%	-	78%	-	50%	38%	75%	71%	60%	68%	57%
Math Including EOC	2023	47%	48%	**47%**	24%	35%	59%	-	60%	-	36%	25%	100%	52%	33%	43%	50%
	2022	43%	46%	**49%**	33%	31%	60%	-	56%	-	30%	36%	50%	50%	45%	46%	36%

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

Texas Education Agency
2022-23 Progress (TAPR)
SNOW HEIGHTS EL (220902108) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**52%**	57%	50%	53%	-	*	-	*	70%	*	51%	54%	55%	*
Grade 4 Mathematics	2023	63%	57%	**63%**	29%	71%	66%	-	*	-	*	50%	*	71%	36%	58%	*
Grade 5 ELA/Reading	2023	65%	69%	**72%**	80%	55%	82%	-	*	-	*	63%	*	78%	58%	56%	*
Grade 5 Mathematics	2023	71%	72%	**83%**	80%	81%	83%	-	*	-	*	78%	*	83%	83%	78%	*
Grade 6 Mathematics	2023	54%	56%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades Both Subjects	2023	64%	65%	**67%**	58%	65%	70%	-	63%	-	71%	67%	83%	70%	60%	61%	68%
All Grades ELA/Reading	2023	63%	65%	**62%**	67%	53%	66%	-	*	-	58%	66%	*	64%	56%	55%	57%
All Grades Mathematics	2023	66%	66%	**73%**	50%	77%	74%	-	*	-	83%	67%	*	77%	63%	68%	79%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**27%**	*	*	60%	-	-	-	-	*	-	25%	*	14%	*
Grade 4 Mathematics	2023	27%	27%	**44%**	*	43%	67%	-	-	-	-	33%	-	45%	40%	22%	*
Grade 5 ELA/Reading	2023	37%	35%	**36%**	*	0%	100%	-	*	-	*	11%	-	22%	60%	22%	*
Grade 5 Mathematics	2023	48%	53%	**68%**	*	50%	88%	-	*	-	*	46%	-	63%	83%	54%	*
All Grades Both Subjects	2023	38%	40%	**48%**	13%	28%	79%	-	*	-	*	31%	-	43%	58%	32%	17%
All Grades ELA/Reading	2023	35%	39%	**32%**	*	0%	80%	-	*	-	*	15%	-	24%	50%	19%	*
All Grades Mathematics	2023	40%	41%	**58%**	20%	47%	79%	-	*	-	*	42%	-	56%	64%	41%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**79%**	-	-	-	-	-	-	73%	73%	-	-	*	79%	75%	-
	2022	74%	76%	**83%**	-	-	-	-	-	-	66%	66%	-	*	-	84%	66%	-
At Meets Grade Level or Above	2023	49%	53%	**51%**	-	-	-	-	-	-	38%	38%	-	-	*	51%	43%	-
	2022	48%	50%	**58%**	-	-	-	-	-	-	47%	47%	-	*	-	58%	47%	-
At Masters Grade Level	2023	20%	22%	**22%**	-	-	-	-	-	-	15%	15%	-	-	*	22%	14%	-
	2022	23%	24%	**33%**	-	-	-	-	-	-	19%	19%	-	*	-	34%	19%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**80%**	-	-	-	-	-	-	64%	64%	-	-	*	81%	67%	-
	2022	75%	76%	**87%**	-	-	-	-	-	-	71%	71%	-	*	-	89%	71%	-
At Meets Grade Level or Above	2023	53%	56%	**55%**	-	-	-	-	-	-	36%	36%	-	-	*	56%	42%	-
	2022	53%	53%	**69%**	-	-	-	-	-	-	57%	57%	-	*	-	69%	57%	-
At Masters Grade Level	2023	20%	21%	**26%**	-	-	-	-	-	-	18%	18%	-	-	*	26%	17%	-
	2022	25%	25%	**45%**	-	-	-	-	-	-	29%	29%	-	*	-	47%	29%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**81%**	-	-	-	-	-	-	82%	82%	-	-	*	81%	83%	-
	2022	72%	75%	**77%**	-	-	-	-	-	-	64%	64%	-	*	-	78%	64%	-
At Meets Grade Level or Above	2023	45%	46%	**47%**	-	-	-	-	-	-	45%	45%	-	-	*	47%	50%	-
	2022	42%	44%	**49%**	-	-	-	-	-	-	36%	36%	-	*	-	50%	36%	-
At Masters Grade Level	2023	19%	18%	**18%**	-	-	-	-	-	-	18%	18%	-	-	*	18%	17%	-
	2022	20%	21%	**24%**	-	-	-	-	-	-	14%	14%	-	*	-	25%	14%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**70%**	-	-	-	-	-	-	*	*	-	-	-	70%	*	-
	2022	76%	78%	**86%**	-	-	-	-	-	-	*	*	-	-	-	88%	*	-
At Meets Grade Level or Above	2023	47%	54%	**48%**	-	-	-	-	-	-	*	*	-	-	-	50%	*	-
	2022	47%	51%	**51%**	-	-	-	-	-	-	*	*	-	-	-	52%	*	-
At Masters Grade Level	2023	18%	23%	**22%**	-	-	-	-	-	-	*	*	-	-	-	23%	*	-
	2022	21%	24%	**23%**	-	-	-	-	-	-	*	*	-	-	-	24%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**67%**	-	-	-	-	-	-	68%	68%	-	-	-	67%	68%	-
All Grades ELA/Reading	2023	63%	65%	**62%**	-	-	-	-	-	-	57%	57%	-	-	-	62%	57%	-
All Grades Mathematics	2023	66%	66%	**73%**	-	-	-	-	-	-	79%	79%	-	-	-	73%	79%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**48%**	-	-	-	-	-	-	17%	17%	-	-	-	51%	17%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SNOW HEIGHTS EL (220902108) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**32%**	-	-	-	-	-	-	*	*	-	-	-	36%	*	-
All Grades Mathematics	2023	40%	41%	**58%**	-	-	-	-	-	-	*	*	-	-	-	60%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	100%	97%	-	100%	-	100%	97%	100%	99%	99%	98%	100%
Included in Accountability	93%	92%	**89%**	95%	94%	88%	-	58%	-	89%	92%	86%	89%	90%	89%	67%
Not Included in Accountability: Mobile	4%	4%	**6%**	5%	6%	7%	-	0%	-	11%	5%	14%	5%	9%	6%	0%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	0%	2%	-	42%	-	0%	0%	0%	4%	0%	4%	33%
Not Tested	1%	1%	**1%**	0%	0%	3%	-	0%	-	0%	3%	0%	1%	1%	2%	0%
Absent	1%	1%	**1%**	0%	0%	3%	-	0%	-	0%	3%	0%	1%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**97%**	100%	100%	94%	-	100%	-	100%	93%	100%	97%	96%	96%	100%
Included in Accountability	92%	91%	**88%**	94%	93%	86%	-	63%	-	92%	88%	83%	89%	88%	88%	71%
Not Included in Accountability: Mobile	4%	4%	**6%**	6%	7%	6%	-	0%	-	8%	5%	17%	5%	9%	5%	0%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	0%	0%	2%	-	38%	-	0%	0%	0%	3%	0%	3%	29%
Not Tested	1%	1%	**3%**	0%	0%	6%	-	0%	-	0%	7%	0%	3%	4%	4%	0%
Absent	1%	1%	**3%**	0%	0%	6%	-	0%	-	0%	7%	0%	3%	4%	4%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	93%	**91%**	94%	93%	91%	-	63%	-	92%	95%	83%	91%	91%	92%	71%
Not Included in Accountability: Mobile	5%	4%	**6%**	6%	7%	6%	-	0%	-	8%	5%	17%	5%	9%	5%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	0%	2%	-	38%	-	0%	0%	0%	3%	0%	3%	29%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**88%**	100%	96%	86%	-	*	-	*	94%	*	86%	91%	82%	50%
Not Included in Accountability: Mobile	4%	4%	**7%**	0%	4%	8%	-	*	-	*	6%	*	6%	9%	11%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	0%	0%	5%	-	*	-	*	0%	*	8%	0%	8%	50%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**95%**	94%	94%	96%	*	100%	-	93%	95%	90%	98%	86%	97%	84%
Not Included in Accountability: Mobile	5%	4%	**5%**	6%	5%	4%	*	0%	-	7%	4%	10%	2%	13%	3%	16%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**94%**	92%	94%	95%	*	100%	-	91%	97%	89%	98%	86%	96%	82%
Not Included in Accountability: Mobile	5%	4%	**6%**	8%	6%	5%	*	0%	-	9%	3%	11%	2%	14%	4%	18%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	*	100%	-	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	**94%**	92%	92%	95%	*	100%	-	91%	94%	89%	98%	84%	96%	82%
Not Included in Accountability: Mobile	5%	5%	**6%**	8%	6%	5%	*	0%	-	9%	3%	11%	2%	14%	4%	18%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	3%	0%	0%	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	2%	0%	*	0%	-	0%	3%	0%	0%	2%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	**97%**	100%	100%	97%	*	*	-	100%	92%	*	100%	93%	100%	*
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	0%	3%	*	*	-	0%	8%	*	0%	7%	0%	*

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.9%**	95.4%	94.3%	94.9%	*	97.9%	-	94.8%	94.1%	94.0%	95.8%
2020-21	95.0%	95.7%	**96.9%**	95.3%	96.1%	97.2%	-	99.6%	-	96.0%	97.1%	95.9%	97.3%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**11.5%**	13.3%	16.7%	9.7%	*	0.0%	-	8.7%	19.0%	18.3%	12.5%
2020-21	15.0%	12.4%	**9.8%**	16.7%	11.8%	8.8%	-	0.0%	-	11.5%	6.5%	15.5%	8.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	395	100.0%	22,581	5,504,150	396	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.3%	0.7%	0.5%
Pre-Kindergarten	22	5.6%	3.9%	4.4%	22	5.6%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	22	5.6%	3.4%	3.7%	22	5.6%	3.4%	3.7%
Kindergarten	62	15.7%	6.8%	6.7%	62	15.7%	6.8%	6.7%
Grade 1	61	15.4%	6.9%	7.2%	61	15.4%	6.9%	7.2%
Grade 2	52	13.2%	7.0%	7.2%	52	13.1%	7.0%	7.2%
Grade 3	63	15.9%	7.1%	7.2%	63	15.9%	7.1%	7.1%
Grade 4	67	17.0%	7.1%	7.2%	67	16.9%	7.1%	7.1%
Grade 5	68	17.2%	7.0%	7.2%	68	17.2%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	37	9.4%	9.8%	12.8%	37	9.3%	9.8%	12.8%
Hispanic	109	27.6%	45.6%	53.0%	109	27.5%	45.6%	52.9%
White	209	52.9%	35.3%	25.6%	210	53.0%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	10	2.5%	4.5%	5.1%	10	2.5%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	30	7.6%	3.9%	3.0%	30	7.6%	3.9%	3.0%
Sex:								
Female	196	49.6%	48.4%	48.8%	197	49.7%	48.3%	48.8%
Male	199	50.4%	51.6%	51.2%	199	50.3%	51.7%	51.2%
Economically Disadvantaged	191	48.4%	63.5%	62.1%	191	48.2%	63.4%	62.0%
Non-Educationally Disadvantaged	204	51.6%	36.5%	37.9%	205	51.8%	36.6%	38.0%
Section 504 Students	23	5.8%	9.6%	7.4%	23	5.8%	9.5%	7.4%
EB Students/EL	21	5.3%	25.0%	23.1%	21	5.3%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	23	5.8%	7.8%	5.5%	23	5.8%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	2	0.5%	0.8%	1.3%	2	0.5%	0.8%	1.3%
Immigrant	0	0.0%	2.0%	2.2%	0	0.0%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	395	100.0%	54.1%	64.6%	396	100.0%	54.1%	64.6%
Military Connected	7	1.8%	0.7%	3.6%	7	1.8%	0.7%	3.6%
At-Risk	207	52.4%	64.3%	53.3%	207	52.3%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	20	5.1%	24.8%	23.2%	20	5.1%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	30	7.6%	7.0%	8.2%	30	7.6%	7.0%	8.2%
Special Education	72	18.2%	12.6%	12.6%	73	18.4%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability Students with Intellectual Disabilities	18	25.0%	40.4%	44.1%				
Students with Physical Disabilities	23	31.9%	23.7%	20.0%				
Students with Autism	**	**	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	46	13.6%	14.4%	16.8%				
By Ethnicity: African American	13	3.8%	2.6%	3.3%				
Hispanic	14	4.1%	6.0%	8.7%				
White	14	4.1%	4.5%	3.4%				
American Indian	1	0.3%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	1.2%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	12.1%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	20.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	28	18.1%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	48	16.3%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.9%	3.0%	1.5%	11.1%	5.6%	4.5%
Grade 1	2.0%	3.7%	2.5%	25.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	20.3	18.7
Grade 1	18.3	20.3	19.1
Grade 2	17.1	19.5	19.1
Grade 3	20.0	19.3	19.3
Grade 4	20.3	21.1	19.4
Grade 5	21.0	21.4	20.8
Grade 6	1.0	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	41.2	100.0%	100.0%	100.0%
Professional Staff:	34.0	82.6%	67.6%	64.1%
Teachers	26.7	64.8%	50.4%	48.7%
Professional Support	5.3	13.0%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.9%	3.2%	3.3%
Educational Aides:	7.2	17.4%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	3.2	7.8%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	1.0	3.7%	16.0%	29.6%
White	25.7	96.3%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	0.3	1.0%	23.2%	24.4%
Females	26.4	99.0%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	19.7	73.8%	72.1%	72.2%
Masters	7.0	26.2%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	9.5%	9.7%
1-5 Years Experience	4.0	15.0%	23.2%	26.3%
6-10 Years Experience	5.6	20.9%	22.7%	20.5%
11-20 Years Experience	12.9	48.2%	27.9%	27.2%
21-30 Years Experience	3.3	12.2%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
SNOW HEIGHTS EL (220902108) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.7	6.1
Average Years Experience of Principals with District	8.0	6.7	5.3
Average Years Experience of Assistant Principals	2.0	6.4	5.2
Average Years Experience of Assistant Principals with District	2.0	5.1	4.4
Average Years Experience of Teachers:	13.1	11.5	11.0
Average Years Experience of Teachers with District:	10.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,550	$60,212	$56,516
6-10 Years Experience	$67,147	$61,624	$59,732
11-20 Years Experience	$63,445	$64,485	$63,389
21-30 Years Experience	$67,409	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,937	$63,500	$60,717
Professional Support	$71,169	$76,823	$72,022
Campus Administration (School Leadership)	$88,537	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.1	11.4%	7.3%	3.2%
Gifted and Talented Education	0.6	2.2%	0.9%	1.7%
Regular Education	19.5	73.1%	63.5%	70.6%
Special Education	3.4	12.7%	10.8%	9.7%
Other	0.2	0.6%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: CHENEY HILLS EL

Campus Number: 220902109

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**68%**	*	71%	67%	-	*	-	-	40%	*	67%	70%	64%	55%
	2022	76%	77%	**70%**	*	68%	78%	-	*	*	*	44%	*	71%	68%	67%	57%
At Meets Grade Level or Above	2023	50%	51%	**38%**	*	39%	44%	-	*	-	-	40%	*	38%	39%	34%	39%
	2022	51%	52%	**39%**	*	36%	44%	-	*	*	*	22%	*	36%	50%	36%	24%
At Masters Grade Level	2023	20%	20%	**8%**	*	8%	11%	-	*	-	-	10%	*	10%	4%	7%	10%
	2022	30%	32%	**23%**	*	25%	17%	-	*	*	*	17%	*	20%	32%	19%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**51%**	*	51%	67%	-	*	-	-	30%	*	50%	52%	47%	52%
	2022	71%	72%	**55%**	*	54%	67%	-	*	*	*	33%	*	59%	41%	49%	52%
At Meets Grade Level or Above	2023	45%	44%	**24%**	*	24%	33%	-	*	-	-	30%	*	31%	9%	22%	35%
	2022	43%	44%	**28%**	*	28%	33%	-	*	*	*	17%	*	29%	23%	27%	28%
At Masters Grade Level	2023	19%	18%	**8%**	*	7%	22%	-	*	-	-	10%	*	10%	4%	8%	10%
	2022	21%	22%	**4%**	*	1%	11%	-	*	*	*	6%	*	3%	9%	4%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**70%**	*	66%	83%	-	*	-	*	53%	*	74%	61%	65%	58%
	2022	77%	79%	**71%**	*	69%	70%	*	*	*	*	38%	43%	73%	68%	70%	64%
At Meets Grade Level or Above	2023	48%	50%	**37%**	*	39%	39%	-	*	-	*	20%	*	39%	32%	33%	34%
	2022	54%	54%	**36%**	*	33%	39%	*	*	*	*	38%	29%	39%	29%	31%	30%
At Masters Grade Level	2023	22%	22%	**12%**	*	16%	6%	-	*	-	*	7%	*	10%	18%	11%	11%
	2022	28%	28%	**14%**	*	8%	22%	*	*	*	*	0%	0%	12%	18%	7%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**73%**	*	70%	78%	-	*	-	*	47%	*	77%	64%	69%	59%
	2022	70%	71%	**75%**	*	67%	83%	*	*	*	*	25%	43%	76%	71%	74%	67%
At Meets Grade Level or Above	2023	48%	44%	**35%**	*	29%	61%	-	*	-	*	33%	*	38%	29%	27%	19%
	2022	43%	42%	**37%**	*	37%	30%	*	*	*	*	25%	14%	32%	46%	35%	39%
At Masters Grade Level	2023	22%	19%	**10%**	*	10%	11%	-	*	-	*	7%	*	8%	14%	5%	5%
	2022	23%	20%	**13%**	*	12%	9%	*	*	*	*	0%	14%	7%	25%	12%	15%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**72%**	*	75%	60%	*	*	*	*	71%	*	74%	67%	69%	73%
	2022	81%	84%	**80%**	100%	77%	77%	*	*	-	*	40%	*	82%	77%	81%	79%
At Meets Grade Level or Above	2023	57%	61%	**38%**	*	35%	36%	*	*	*	*	21%	*	36%	40%	34%	35%
	2022	58%	60%	**51%**	43%	43%	69%	*	*	-	*	20%	*	54%	47%	51%	48%
At Masters Grade Level	2023	28%	32%	**10%**	*	5%	16%	*	*	*	*	0%	*	11%	10%	7%	3%
	2022	36%	39%	**36%**	14%	33%	38%	*	*	-	*	7%	*	43%	23%	35%	39%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**55%**	*	53%	44%	*	*	*	*	27%	*	54%	57%	51%	62%
	2022	77%	79%	**73%**	57%	73%	69%	*	*	-	*	20%	*	77%	67%	72%	82%
At Meets Grade Level or Above	2023	51%	51%	**25%**	*	24%	16%	*	*	*	*	13%	*	25%	23%	23%	30%
	2022	48%	48%	**40%**	29%	33%	46%	*	*	-	*	13%	*	45%	30%	36%	42%
At Masters Grade Level	2023	21%	22%	**5%**	*	5%	0%	*	*	*	*	0%	*	4%	7%	4%	5%
	2022	25%	24%	**21%**	0%	17%	31%	*	*	-	*	0%	*	21%	20%	16%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**35%**	*	30%	44%	*	*	*	*	36%	*	33%	40%	30%	22%
	2022	66%	71%	**53%**	71%	43%	69%	*	*	-	*	20%	*	52%	57%	51%	45%
At Meets Grade Level or Above	2023	36%	42%	**9%**	*	7%	12%	*	*	*	*	21%	*	8%	13%	7%	5%
	2022	38%	43%	**27%**	43%	15%	62%	*	*	-	*	13%	*	27%	27%	25%	12%
At Masters Grade Level	2023	16%	19%	**2%**	*	2%	4%	*	*	*	*	0%	*	2%	3%	2%	3%
	2022	18%	20%	**7%**	14%	3%	15%	*	*	-	*	7%	*	5%	10%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**60%**	50%	60%	60%	*	56%	*	83%	44%	67%	61%	58%	56%	54%
	2022	74%	76%	**68%**	74%	64%	74%	100%	77%	33%	96%	32%	46%	69%	65%	66%	63%
At Meets Grade Level or Above	2023	49%	53%	**29%**	18%	28%	32%	*	33%	*	39%	25%	29%	30%	27%	25%	28%
	2022	48%	50%	**37%**	33%	32%	44%	80%	64%	0%	61%	20%	13%	37%	36%	34%	32%
At Masters Grade Level	2023	20%	22%	**8%**	9%	8%	9%	*	11%	*	11%	4%	5%	8%	9%	6%	6%
	2022	23%	24%	**17%**	7%	14%	19%	60%	41%	0%	30%	6%	4%	15%	19%	14%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**70%**	56%	71%	69%	*	43%	*	100%	56%	78%	72%	65%	66%	62%
	2022	75%	76%	**74%**	90%	71%	74%	*	80%	*	100%	41%	45%	75%	71%	72%	65%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**37%**	22%	38%	38%	*	29%	*	43%	26%	44%	38%	37%	34%	36%
	2022	53%	53%	**42%**	40%	38%	48%	*	60%	*	70%	24%	18%	42%	41%	39%	33%
At Masters Grade Level	2023	20%	21%	**11%**	11%	10%	12%	*	14%	*	14%	5%	0%	10%	11%	8%	8%
	2022	25%	25%	**24%**	10%	23%	24%	*	30%	*	50%	10%	0%	24%	24%	20%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**60%**	56%	58%	60%	*	57%	*	100%	35%	67%	61%	58%	56%	58%
	2022	72%	75%	**67%**	60%	64%	74%	*	70%	*	90%	27%	55%	69%	61%	65%	65%
At Meets Grade Level or Above	2023	45%	46%	**28%**	22%	26%	35%	*	43%	*	43%	25%	22%	31%	21%	24%	28%
	2022	42%	44%	**34%**	20%	32%	35%	*	70%	*	50%	17%	9%	35%	34%	33%	36%
At Masters Grade Level	2023	19%	18%	**8%**	11%	7%	8%	*	14%	*	14%	5%	11%	7%	9%	6%	7%
	2022	20%	21%	**12%**	0%	9%	15%	*	50%	*	20%	2%	9%	9%	19%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**35%**	*	30%	44%	*	*	*	*	36%	*	33%	40%	30%	22%
	2022	76%	78%	**53%**	71%	43%	69%	*	*	-	*	20%	*	52%	57%	51%	45%
At Meets Grade Level or Above	2023	47%	54%	**9%**	*	7%	12%	*	*	*	*	21%	*	8%	13%	7%	5%
	2022	47%	51%	**27%**	43%	15%	62%	*	*	-	*	13%	*	27%	27%	25%	12%
At Masters Grade Level	2023	18%	23%	**2%**	*	2%	4%	*	*	*	*	0%	*	2%	3%	2%	3%
	2022	21%	24%	**7%**	14%	3%	15%	*	*	-	*	7%	*	5%	10%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**20%**	*	19%	33%	-	*	-	-	30%	*	25%	9%	17%	26%
	2022	36%	38%	**22%**	*	19%	33%	-	*	*	*	17%	*	23%	18%	20%	20%
Reading and Mathematics Including EOC	2023	37%	37%	**20%**	*	19%	33%	-	*	-	-	30%	*	25%	9%	17%	26%
	2022	36%	38%	**22%**	*	19%	33%	-	*	*	*	17%	*	23%	18%	20%	20%
Reading Including EOC	2023	50%	51%	**38%**	*	39%	44%	-	*	-	-	40%	*	38%	39%	34%	39%
	2022	51%	52%	**39%**	*	36%	44%	-	*	*	*	22%	*	36%	50%	36%	24%
Math Including EOC	2023	45%	44%	**24%**	*	24%	33%	-	*	-	-	30%	*	31%	9%	22%	35%
	2022	43%	45%	**28%**	*	28%	33%	-	*	*	*	17%	*	29%	23%	27%	28%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**25%**	*	22%	39%	-	*	-	*	20%	*	23%	29%	19%	14%
	2022	36%	34%	**20%**	*	19%	22%	*	*	*	*	25%	14%	20%	18%	16%	15%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**25%**	*	22%	39%	-	*	-	*	20%	*	23%	29%	19%	14%
	2022	36%	34%	**20%**	*	19%	22%	*	*	*	*	25%	14%	20%	18%	16%	15%
Reading Including EOC	2023	48%	50%	**37%**	*	39%	39%	-	*	-	*	20%	*	39%	32%	33%	34%
	2022	54%	54%	**36%**	*	33%	39%	*	*	*	*	38%	29%	39%	29%	31%	30%
Math Including EOC	2023	48%	44%	**35%**	*	29%	61%	-	*	-	*	33%	*	38%	29%	27%	19%
	2022	43%	42%	**37%**	*	37%	30%	*	*	*	*	25%	14%	32%	46%	35%	39%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**19%**	*	19%	12%	*	*	*	*	14%	*	18%	20%	18%	22%
	2022	41%	41%	**34%**	14%	27%	46%	*	*	-	*	13%	*	39%	23%	32%	33%
Reading and Mathematics Including EOC	2023	43%	45%	**19%**	*	19%	12%	*	*	*	*	14%	*	18%	20%	18%	22%
	2022	41%	41%	**34%**	14%	27%	46%	*	*	-	*	13%	*	39%	23%	32%	33%
Reading Including EOC	2023	57%	61%	**38%**	*	35%	36%	*	*	*	*	21%	*	36%	40%	34%	35%
	2022	58%	60%	**51%**	43%	43%	69%	*	*	-	*	20%	*	54%	47%	51%	48%
Math Including EOC	2023	51%	51%	**25%**	*	24%	16%	*	*	*	*	13%	*	25%	23%	23%	30%
	2022	48%	48%	**40%**	29%	33%	46%	*	*	-	*	13%	*	45%	30%	36%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**21%**	22%	20%	25%	*	14%	*	29%	21%	11%	22%	20%	18%	20%
	2022	34%	35%	**25%**	10%	22%	31%	*	50%	*	30%	17%	9%	27%	20%	22%	22%
Reading and Mathematics Including EOC	2023	39%	41%	**21%**	22%	20%	25%	*	14%	*	29%	21%	11%	22%	20%	18%	20%
	2022	36%	38%	**25%**	10%	22%	31%	*	50%	*	30%	17%	9%	27%	20%	22%	22%
Reading Including EOC	2023	53%	56%	**37%**	22%	38%	38%	*	29%	*	43%	26%	44%	38%	37%	34%	36%
	2022	53%	54%	**42%**	40%	38%	48%	*	60%	*	70%	24%	18%	42%	41%	39%	33%
Math Including EOC	2023	47%	48%	**28%**	22%	26%	35%	*	43%	*	43%	25%	22%	31%	21%	24%	28%
	2022	43%	46%	**34%**	20%	32%	35%	*	70%	*	50%	17%	9%	35%	34%	33%	36%

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

Texas Education Agency
2022-23 Progress (TAPR)
CHENEY HILLS EL (220902109) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**49%**	*	51%	44%	-	*	-	*	57%	*	48%	52%	49%	50%
Grade 4 Mathematics	2023	63%	57%	**70%**	*	61%	92%	-	*	-	*	61%	*	70%	70%	67%	50%
Grade 5 ELA/Reading	2023	65%	69%	**55%**	*	61%	48%	*	*	*	*	61%	*	56%	53%	55%	57%
Grade 5 Mathematics	2023	71%	72%	**39%**	*	41%	28%	*	*	*	*	53%	*	40%	38%	39%	51%
All Grades Both Subjects	2023	64%	65%	**53%**	55%	54%	51%	*	65%	*	61%	58%	50%	53%	53%	52%	52%
All Grades ELA/Reading	2023	63%	65%	**52%**	50%	55%	47%	*	60%	*	50%	59%	33%	52%	53%	52%	53%
All Grades Mathematics	2023	66%	66%	**54%**	60%	52%	55%	*	70%	*	71%	57%	67%	54%	53%	52%	51%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**23%**	-	19%	*	-	*	-	-	33%	-	25%	20%	24%	7%
Grade 4 Mathematics	2023	27%	27%	**44%**	*	41%	33%	-	*	-	*	20%	*	45%	43%	44%	25%
Grade 5 ELA/Reading	2023	37%	35%	**36%**	*	50%	13%	-	*	-	-	56%	*	29%	45%	36%	44%
Grade 5 Mathematics	2023	48%	53%	**15%**	-	20%	0%	-	*	-	-	11%	*	13%	20%	15%	29%
All Grades Both Subjects	2023	38%	40%	**31%**	*	33%	22%	-	*	-	*	30%	*	30%	33%	31%	26%
All Grades ELA/Reading	2023	35%	39%	**30%**	*	33%	25%	-	*	-	-	44%	*	27%	33%	30%	26%
All Grades Mathematics	2023	40%	41%	**32%**	*	32%	18%	-	*	-	*	16%	*	32%	33%	32%	27%

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

- Indicates there are no students in the group.

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CHENEY HILLS EL (220902109) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**60%**	58%	-	-	-	58%	-	43%	43%	-	-	57%	64%	54%	-
	2022	74%	76%	**68%**	65%	-	-	-	65%	-	57%	55%	*	-	*	72%	62%	*
At Meets Grade Level or Above	2023	49%	53%	**29%**	29%	-	-	-	29%	-	27%	27%	-	-	21%	30%	28%	-
	2022	48%	50%	**37%**	30%	-	-	-	30%	-	33%	31%	*	-	*	40%	31%	*
At Masters Grade Level	2023	20%	22%	**8%**	4%	-	-	-	4%	-	12%	12%	-	-	14%	9%	6%	-
	2022	23%	24%	**17%**	12%	-	-	-	12%	-	16%	14%	*	-	*	19%	13%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**70%**	66%	-	-	-	66%	-	52%	52%	-	-	57%	75%	62%	-
	2022	75%	76%	**74%**	69%	-	-	-	69%	-	54%	53%	*	-	*	80%	65%	*
At Meets Grade Level or Above	2023	53%	56%	**37%**	37%	-	-	-	37%	-	35%	35%	-	-	29%	38%	36%	-
	2022	53%	53%	**42%**	32%	-	-	-	32%	-	34%	32%	*	-	*	48%	32%	*
At Masters Grade Level	2023	20%	21%	**11%**	5%	-	-	-	5%	-	13%	13%	-	-	14%	13%	8%	-
	2022	25%	25%	**24%**	17%	-	-	-	17%	-	20%	18%	*	-	*	28%	18%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**60%**	64%	-	-	-	64%	-	39%	39%	-	-	57%	61%	58%	-
	2022	72%	75%	**67%**	69%	-	-	-	69%	-	57%	56%	*	-	*	68%	65%	*
At Meets Grade Level or Above	2023	45%	46%	**28%**	29%	-	-	-	29%	-	26%	26%	-	-	14%	28%	28%	-
	2022	42%	44%	**34%**	35%	-	-	-	35%	-	37%	35%	*	-	*	34%	35%	*
At Masters Grade Level	2023	19%	18%	**8%**	4%	-	-	-	4%	-	13%	13%	-	-	14%	9%	7%	-
	2022	20%	21%	**12%**	9%	-	-	-	9%	-	17%	15%	*	-	*	12%	12%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**35%**	13%	-	-	-	13%	-	36%	36%	-	-	-	44%	22%	-
	2022	76%	78%	**53%**	33%	-	-	-	33%	-	64%	60%	*	-	-	58%	44%	*
At Meets Grade Level or Above	2023	47%	54%	**9%**	0%	-	-	-	0%	-	14%	14%	-	-	-	12%	5%	-
	2022	47%	51%	**27%**	5%	-	-	-	5%	-	18%	10%	*	-	-	36%	9%	*
At Masters Grade Level	2023	18%	23%	**2%**	0%	-	-	-	0%	-	7%	7%	-	-	-	2%	3%	-
	2022	21%	24%	**7%**	0%	-	-	-	0%	-	0%	0%	*	-	-	11%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**53%**	52%	-	-	-	52%	-	48%	48%	-	-	58%	54%	52%	-
All Grades ELA/Reading	2023	63%	65%	**52%**	56%	-	-	-	56%	-	54%	54%	-	-	33%	52%	53%	-
All Grades Mathematics	2023	66%	66%	**54%**	49%	-	-	-	49%	-	43%	43%	-	-	83%	56%	51%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**31%**	28%	-	-	-	28%	-	24%	24%	-	-	25%	36%	26%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CHENEY HILLS EL (220902109) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**30%**	28%	-	-	-	28%	-	30%	30%	-	-	*	35%	26%	-
All Grades Mathematics	2023	40%	41%	**32%**	28%	-	-	-	28%	-	14%	14%	-	-	40%	38%	27%	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	92%	**90%**	92%	95%	91%	*	56%	43%	67%	94%	78%	92%	87%	90%	88%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	4%	9%	*	0%	0%	19%	2%	22%	3%	10%	5%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	0%	1%	0%	*	44%	57%	15%	4%	0%	5%	2%	5%	9%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**90%**	90%	94%	91%	*	54%	*	64%	93%	82%	92%	86%	90%	87%
Not Included in Accountability: Mobile	4%	4%	**5%**	10%	4%	9%	*	0%	*	18%	2%	18%	3%	10%	5%	2%
Not Included in Accountability: Other Exclusions	3%	5%	**5%**	0%	2%	0%	*	46%	*	18%	5%	0%	5%	3%	5%	11%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	100%	*	100%	100%	100%	99%	99%	99%	99%
Included in Accountability	94%	93%	**90%**	90%	94%	90%	*	54%	*	64%	93%	82%	91%	86%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**6%**	10%	4%	10%	*	0%	*	18%	2%	18%	3%	12%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	0%	1%	0%	*	46%	*	18%	5%	0%	5%	1%	5%	9%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	*	97%	93%	*	67%	*	80%	100%	60%	94%	91%	93%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	3%	7%	*	0%	*	20%	0%	40%	3%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	0%	0%	*	33%	*	0%	0%	0%	3%	0%	2%	5%
Not Tested	1%	1%	**0%**	*	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	84%	93%	91%	100%	100%	100%	100%	97%	83%	94%	90%	95%	94%
Not Included in Accountability: Mobile	5%	4%	**7%**	16%	7%	9%	0%	0%	0%	0%	3%	17%	6%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**93%**	83%	93%	92%	*	100%	*	100%	98%	85%	95%	90%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**7%**	17%	7%	8%	*	0%	*	0%	2%	15%	5%	10%	5%	7%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	83%	93%	92%	*	100%	*	100%	98%	85%	95%	90%	95%	93%
Not Included in Accountability: Mobile	5%	5%	**7%**	17%	7%	8%	*	0%	*	0%	2%	15%	5%	10%	5%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**92%**	88%	94%	87%	*	*	-	*	94%	*	93%	91%	93%	97%
Not Included in Accountability: Mobile	4%	4%	**8%**	13%	6%	13%	*	*	-	*	6%	*	7%	9%	7%	3%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.0%**	92.7%	93.2%	92.1%	*	92.9%	*	93.1%	91.7%	92.6%	94.1%
2020-21	95.0%	95.7%	**94.0%**	92.8%	94.7%	90.2%	*	93.9%	-	92.5%	92.6%	93.9%	96.5%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**25.3%**	33.3%	24.7%	27.7%	*	15.4%	*	27.8%	27.6%	28.4%	21.2%
2020-21	15.0%	12.4%	**15.8%**	30.8%	13.6%	20.0%	*	20.0%	-	25.0%	22.9%	16.4%	9.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	663	100.0%	22,581	5,504,150	664	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	13	2.0%	0.5%	0.3%	14	2.1%	0.7%	0.5%
Pre-Kindergarten	96	14.5%	3.9%	4.4%	96	14.5%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	29	4.4%	0.5%	0.7%	29	4.4%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	67	10.1%	3.4%	3.7%	67	10.1%	3.4%	3.7%
Kindergarten	78	11.8%	6.8%	6.7%	78	11.7%	6.8%	6.7%
Grade 1	86	13.0%	6.9%	7.2%	86	13.0%	6.9%	7.2%
Grade 2	108	16.3%	7.0%	7.2%	108	16.3%	7.0%	7.2%
Grade 3	79	11.9%	7.1%	7.2%	79	11.9%	7.1%	7.1%
Grade 4	99	14.9%	7.1%	7.2%	99	14.9%	7.1%	7.1%
Grade 5	104	15.7%	7.0%	7.2%	104	15.7%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	43	6.5%	9.8%	12.8%	43	6.5%	9.8%	12.8%
Hispanic	468	70.6%	45.6%	53.0%	469	70.6%	45.6%	52.9%
White	105	15.8%	35.3%	25.6%	105	15.8%	35.4%	25.7%
American Indian	2	0.3%	0.4%	0.3%	2	0.3%	0.4%	0.3%
Asian	20	3.0%	4.5%	5.1%	20	3.0%	4.5%	5.1%
Pacific Islander	6	0.9%	0.5%	0.2%	6	0.9%	0.5%	0.2%
Two or More Races	19	2.9%	3.9%	3.0%	19	2.9%	3.9%	3.0%
Sex:								
Female	303	45.7%	48.4%	48.8%	303	45.6%	48.3%	48.8%
Male	360	54.3%	51.6%	51.2%	361	54.4%	51.7%	51.2%
Economically Disadvantaged	570	86.0%	63.5%	62.1%	571	86.0%	63.4%	62.0%
Non-Educationally Disadvantaged	93	14.0%	36.5%	37.9%	93	14.0%	36.6%	38.0%
Section 504 Students	31	4.7%	9.6%	7.4%	31	4.7%	9.5%	7.4%
EB Students/EL	319	48.1%	25.0%	23.1%	319	48.0%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	0.4%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	27	4.1%	7.8%	5.5%	27	4.1%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	3	0.5%	0.8%	1.3%	3	0.5%	0.8%	1.3%
Immigrant	21	3.2%	2.0%	2.2%	21	3.2%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	663	100.0%	54.1%	64.6%	664	100.0%	54.1%	64.6%
Military Connected	1	0.2%	0.7%	3.6%	1	0.2%	0.7%	3.6%
At-Risk	551	83.1%	64.3%	53.3%	551	83.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	317	47.8%	24.8%	23.2%	317	47.7%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	19	2.9%	7.0%	8.2%	19	2.9%	7.0%	8.2%
Special Education	107	16.1%	12.6%	12.6%	108	16.3%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	107							
By Type of Primary Disability Students with Intellectual Disabilities	26	24.3%	40.4%	44.1%				
Students with Physical Disabilities	46	43.0%	23.7%	20.0%				
Students with Autism	23	21.5%	18.0%	15.5%				
Students with Behavioral Disabilities	7	6.5%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	5	4.7%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	134	24.7%	14.4%	16.8%				
By Ethnicity: African American	15	2.8%	2.6%	3.3%				
Hispanic	85	15.7%	6.0%	8.7%				
White	29	5.3%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.2%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	0.7%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	19	21.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	43	18.7%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	102	22.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	113	21.9%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.1%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	1.2%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.7	20.3	18.7
Grade 1	22.3	20.3	19.1
Grade 2	21.0	19.5	19.1
Grade 3	17.7	19.3	19.3
Grade 4	21.6	21.1	19.4
Grade 5	19.3	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
CHENEY HILLS EL (220902109) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	67.5	100.0%	100.0%	100.0%
Professional Staff:	55.0	81.6%	67.6%	64.1%
Teachers	47.3	70.1%	50.4%	48.7%
Professional Support	6.1	9.1%	11.7%	10.9%
Campus Administration (School Leadership)	1.6	2.3%	3.2%	3.3%
Educational Aides:	12.4	18.4%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	24.9	36.9%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.1	2.4%	5.0%	11.8%
Hispanic	17.2	36.5%	16.0%	29.6%
White	26.9	56.9%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	4.2%	1.5%	1.2%
Teachers by Sex:				
Males	2.0	4.2%	23.2%	24.4%
Females	45.3	95.8%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	38.2	80.8%	72.1%	72.2%
Masters	9.1	19.2%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.6%	9.5%	9.7%
1-5 Years Experience	13.0	27.5%	23.2%	26.3%
6-10 Years Experience	10.2	21.7%	22.7%	20.5%
11-20 Years Experience	8.6	18.3%	27.9%	27.2%
21-30 Years Experience	9.4	19.9%	13.5%	13.3%
Over 30 Years Experience	1.0	2.1%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.0	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	10.0	6.4	5.2
Average Years Experience of Assistant Principals with District	6.0	5.1	4.4
Average Years Experience of Teachers:	11.5	11.5	11.0
Average Years Experience of Teachers with District:	6.6	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,406	$60,212	$56,516
6-10 Years Experience	$60,642	$61,624	$59,732
11-20 Years Experience	$63,521	$64,485	$63,389
21-30 Years Experience	$74,844	$69,454	$67,876
Over 30 Years Experience	$80,895	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,868	$63,500	$60,717
Professional Support	$69,704	$76,823	$72,022
Campus Administration (School Leadership)	$121,431	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	11.7	24.7%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	7.1	14.9%	7.3%	3.2%
Gifted and Talented Education	0.7	1.5%	0.9%	1.7%
Regular Education	21.3	44.9%	63.5%	70.6%
Special Education	6.6	13.9%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: O H STOWE EL

Campus Number: 220902110

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**60%**	69%	58%	53%	-	-	*	80%	40%	*	61%	55%	55%	59%
	2022	76%	77%	**68%**	82%	67%	52%	*	71%	*	*	43%	*	68%	67%	63%	62%
At Meets Grade Level or Above	2023	50%	51%	**34%**	54%	27%	34%	-	-	*	60%	28%	*	35%	31%	32%	26%
	2022	51%	52%	**39%**	64%	35%	24%	*	57%	*	*	29%	*	39%	41%	39%	32%
At Masters Grade Level	2023	20%	20%	**13%**	31%	12%	9%	-	-	*	20%	12%	*	15%	10%	12%	15%
	2022	30%	32%	**17%**	36%	9%	10%	*	57%	*	*	0%	*	15%	22%	15%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**54%**	69%	53%	47%	-	-	*	80%	36%	*	58%	45%	52%	46%
	2022	71%	72%	**47%**	73%	50%	19%	*	57%	*	*	43%	*	47%	48%	50%	47%
At Meets Grade Level or Above	2023	45%	44%	**19%**	31%	23%	6%	-	-	*	40%	16%	*	20%	17%	17%	21%
	2022	43%	44%	**25%**	55%	20%	14%	*	43%	*	*	29%	*	24%	30%	24%	24%
At Masters Grade Level	2023	19%	18%	**5%**	8%	8%	0%	-	-	*	0%	8%	*	5%	3%	4%	4%
	2022	21%	22%	**10%**	18%	6%	5%	*	43%	*	*	7%	*	11%	7%	7%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**69%**	100%	67%	57%	*	40%	*	*	53%	-	72%	63%	70%	69%
	2022	77%	79%	**86%**	100%	84%	81%	-	86%	*	*	43%	*	88%	83%	87%	89%
At Meets Grade Level or Above	2023	48%	50%	**30%**	60%	26%	19%	*	40%	*	*	27%	-	29%	31%	28%	28%
	2022	54%	54%	**47%**	57%	47%	50%	-	43%	*	*	0%	*	47%	48%	43%	52%
At Masters Grade Level	2023	22%	22%	**8%**	10%	9%	0%	*	40%	*	*	0%	-	9%	6%	5%	7%
	2022	28%	28%	**19%**	14%	18%	25%	-	29%	*	*	0%	*	20%	17%	17%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**41%**	50%	46%	19%	*	40%	*	*	33%	-	40%	44%	41%	48%
	2022	70%	71%	**67%**	57%	71%	56%	-	71%	*	*	29%	*	71%	59%	66%	81%
At Meets Grade Level or Above	2023	48%	44%	**22%**	30%	20%	14%	*	40%	*	*	27%	-	22%	22%	22%	21%
	2022	43%	42%	**36%**	43%	38%	19%	-	57%	*	*	0%	*	41%	28%	34%	48%
At Masters Grade Level	2023	22%	19%	**9%**	10%	9%	0%	*	40%	*	*	7%	-	9%	9%	7%	10%
	2022	23%	20%	**10%**	0%	13%	6%	-	14%	*	*	0%	*	14%	3%	8%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**78%**	57%	83%	80%	-	*	*	*	38%	*	83%	70%	77%	78%
	2022	81%	84%	**70%**	64%	74%	70%	-	60%	*	*	43%	*	68%	74%	72%	70%
At Meets Grade Level or Above	2023	57%	61%	**45%**	29%	50%	40%	-	*	*	*	13%	*	51%	37%	45%	35%
	2022	58%	60%	**43%**	36%	50%	30%	-	50%	*	*	14%	*	45%	38%	39%	53%
At Masters Grade Level	2023	28%	32%	**14%**	0%	17%	7%	-	*	*	*	0%	*	23%	0%	13%	9%
	2022	36%	39%	**21%**	7%	32%	10%	-	20%	*	*	0%	*	26%	12%	20%	30%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**77%**	71%	80%	73%	-	*	*	*	50%	*	85%	63%	77%	74%
	2022	77%	79%	**65%**	71%	68%	50%	-	80%	*	*	43%	*	62%	71%	66%	67%
At Meets Grade Level or Above	2023	51%	51%	**41%**	14%	49%	27%	-	*	*	*	13%	*	54%	20%	39%	43%
	2022	48%	48%	**35%**	21%	38%	30%	-	50%	*	*	29%	*	40%	26%	34%	47%
At Masters Grade Level	2023	21%	22%	**17%**	0%	18%	13%	-	*	*	*	0%	*	23%	7%	13%	17%
	2022	25%	24%	**15%**	14%	19%	5%	-	30%	*	*	7%	*	19%	9%	13%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**55%**	57%	56%	60%	-	*	*	*	25%	*	57%	50%	52%	43%
	2022	66%	71%	**66%**	50%	74%	60%	-	60%	*	*	43%	*	66%	65%	66%	70%
At Meets Grade Level or Above	2023	36%	42%	**22%**	29%	17%	33%	-	*	*	*	13%	*	28%	13%	22%	4%
	2022	38%	43%	**25%**	14%	32%	20%	-	30%	*	*	29%	*	28%	21%	16%	27%
At Masters Grade Level	2023	16%	19%	**4%**	0%	2%	7%	-	*	*	*	0%	*	4%	3%	2%	4%
	2022	18%	20%	**9%**	0%	16%	0%	-	10%	*	*	0%	*	13%	3%	8%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	73%	78%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2023	40%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	39%	42%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2023	16%	15%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	16%	16%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**61%**	69%	63%	53%	*	44%	63%	74%	39%	53%	64%	56%	60%	59%
	2022	74%	76%	**66%**	69%	69%	54%	*	69%	67%	94%	42%	85%	66%	67%	66%	68%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**30%**	37%	30%	23%	*	44%	19%	48%	21%	20%	33%	25%	29%	25%
	2022	48%	50%	**36%**	38%	37%	26%	*	47%	27%	50%	21%	25%	37%	33%	33%	40%
At Masters Grade Level	2023	20%	22%	**10%**	10%	11%	5%	*	44%	0%	15%	6%	7%	12%	6%	8%	9%
	2022	23%	24%	**15%**	13%	15%	8%	*	28%	7%	19%	2%	10%	17%	10%	12%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**68%**	77%	69%	60%	*	43%	86%	75%	44%	50%	71%	63%	66%	68%
	2022	75%	76%	**74%**	78%	74%	67%	*	71%	86%	100%	43%	78%	74%	74%	73%	73%
At Meets Grade Level or Above	2023	53%	56%	**36%**	50%	34%	31%	*	43%	29%	50%	25%	33%	37%	33%	34%	29%
	2022	53%	53%	**43%**	50%	43%	33%	*	50%	43%	50%	17%	22%	43%	42%	40%	45%
At Masters Grade Level	2023	20%	21%	**12%**	17%	12%	6%	*	43%	0%	17%	6%	0%	15%	5%	10%	10%
	2022	25%	25%	**19%**	19%	18%	14%	*	33%	0%	33%	0%	11%	20%	17%	17%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**56%**	63%	59%	44%	*	43%	57%	83%	38%	83%	59%	51%	55%	55%
	2022	72%	75%	**59%**	69%	62%	40%	*	71%	57%	83%	40%	89%	59%	60%	60%	64%
At Meets Grade Level or Above	2023	45%	46%	**26%**	27%	30%	13%	*	43%	14%	50%	19%	17%	30%	20%	25%	28%
	2022	42%	44%	**32%**	38%	31%	21%	*	50%	14%	67%	23%	33%	34%	28%	30%	38%
At Masters Grade Level	2023	19%	18%	**10%**	7%	11%	3%	*	43%	0%	17%	6%	17%	11%	7%	7%	10%
	2022	20%	21%	**12%**	13%	12%	5%	*	29%	14%	0%	6%	11%	15%	7%	9%	18%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**55%**	57%	56%	60%	-	*	*	*	25%	*	57%	50%	52%	43%
	2022	76%	78%	**66%**	50%	74%	60%	-	60%	*	*	43%	*	66%	65%	66%	70%
At Meets Grade Level or Above	2023	47%	54%	**22%**	29%	17%	33%	-	*	*	*	13%	*	28%	13%	22%	4%
	2022	47%	51%	**25%**	14%	32%	20%	-	30%	*	*	29%	*	28%	21%	16%	27%
At Masters Grade Level	2023	18%	23%	**4%**	0%	2%	7%	-	*	*	*	0%	*	4%	3%	2%	4%
	2022	21%	24%	**9%**	0%	16%	0%	-	10%	*	*	0%	*	13%	3%	8%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**16%**	31%	17%	6%	-	-	*	40%	16%	*	16%	17%	15%	19%
	2022	36%	38%	**23%**	45%	20%	10%	*	43%	*	*	29%	*	24%	22%	24%	24%
Reading and Mathematics Including EOC	2023	37%	37%	**16%**	31%	17%	6%	-	-	*	40%	16%	*	16%	17%	15%	19%
	2022	36%	38%	**23%**	45%	20%	10%	*	43%	*	*	29%	*	24%	22%	24%	24%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**34%**	54%	27%	34%	-	-	*	60%	28%	*	35%	31%	32%	26%
	2022	51%	52%	**39%**	64%	35%	24%	*	57%	*	*	29%	*	39%	41%	39%	32%
Math Including EOC	2023	45%	44%	**19%**	31%	23%	6%	-	-	*	40%	16%	*	20%	17%	17%	21%
	2022	43%	45%	**25%**	55%	20%	14%	*	43%	*	*	29%	*	24%	30%	24%	24%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**18%**	30%	11%	14%	*	40%	*	*	27%	-	19%	16%	16%	10%
	2022	36%	34%	**26%**	43%	24%	19%	-	43%	*	*	0%	*	29%	21%	21%	37%
Reading and Mathematics Including EOC	2023	38%	37%	**18%**	30%	11%	14%	*	40%	*	*	27%	-	19%	16%	16%	10%
	2022	36%	34%	**26%**	43%	24%	19%	-	43%	*	*	0%	*	29%	21%	21%	37%
Reading Including EOC	2023	48%	50%	**30%**	60%	26%	19%	*	40%	*	*	27%	-	29%	31%	28%	28%
	2022	54%	54%	**47%**	57%	47%	50%	-	43%	*	*	0%	*	47%	48%	43%	52%
Math Including EOC	2023	48%	44%	**22%**	30%	20%	14%	*	40%	*	*	27%	-	22%	22%	22%	21%
	2022	43%	42%	**36%**	43%	38%	19%	-	57%	*	*	0%	*	41%	28%	34%	48%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**30%**	14%	33%	27%	-	*	*	*	13%	*	38%	17%	27%	22%
	2022	41%	41%	**26%**	14%	34%	15%	-	40%	*	*	14%	*	32%	18%	23%	43%
Reading and Mathematics Including EOC	2023	43%	45%	**30%**	14%	33%	27%	-	*	*	*	13%	*	38%	17%	27%	22%
	2022	41%	41%	**26%**	14%	34%	15%	-	40%	*	*	14%	*	32%	18%	23%	43%
Reading Including EOC	2023	57%	61%	**45%**	29%	50%	40%	-	*	*	*	13%	*	51%	37%	45%	35%
	2022	58%	60%	**43%**	36%	50%	30%	-	50%	*	*	14%	*	45%	38%	39%	53%
Math Including EOC	2023	51%	51%	**41%**	14%	49%	27%	-	*	*	*	13%	*	54%	20%	39%	43%
	2022	48%	48%	**36%**	21%	39%	30%	-	50%	*	*	29%	*	42%	26%	34%	47%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**21%**	27%	21%	13%	*	43%	14%	42%	19%	17%	23%	16%	19%	16%
	2022	34%	35%	**25%**	31%	26%	14%	*	42%	14%	33%	17%	11%	28%	20%	23%	34%
Reading and Mathematics Including EOC	2023	39%	41%	**21%**	27%	21%	13%	*	43%	14%	42%	19%	17%	23%	16%	19%	16%
	2022	36%	38%	**25%**	31%	26%	14%	*	42%	14%	33%	17%	11%	28%	20%	23%	34%
Reading Including EOC	2023	53%	56%	**36%**	50%	34%	31%	*	43%	29%	50%	25%	33%	37%	33%	34%	29%
	2022	53%	54%	**43%**	50%	43%	33%	*	50%	43%	50%	17%	22%	43%	42%	40%	45%
Math Including EOC	2023	47%	48%	**26%**	27%	30%	13%	*	43%	14%	50%	19%	17%	30%	20%	25%	28%
	2022	43%	46%	**32%**	38%	31%	21%	*	50%	14%	67%	23%	33%	34%	28%	30%	38%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**49%**	67%	54%	30%	*	*	*	*	57%	-	53%	41%	49%	50%
Grade 4 Mathematics	2023	63%	57%	**46%**	33%	47%	40%	*	*	*	*	37%	-	45%	48%	45%	57%
Grade 5 ELA/Reading	2023	65%	69%	**51%**	33%	58%	37%	-	*	*	*	13%	*	54%	47%	53%	52%
Grade 5 Mathematics	2023	71%	72%	**71%**	50%	72%	70%	-	*	*	*	69%	*	74%	66%	72%	67%
All Grades Both Subjects	2023	64%	65%	**54%**	47%	58%	43%	*	63%	45%	68%	45%	42%	56%	50%	54%	56%
All Grades ELA/Reading	2023	63%	65%	**50%**	53%	56%	33%	*	58%	50%	50%	41%	*	54%	44%	50%	51%
All Grades Mathematics	2023	66%	66%	**58%**	40%	60%	53%	*	67%	40%	86%	48%	*	58%	57%	57%	62%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**33%**	*	25%	44%	-	*	-	*	33%	-	38%	22%	37%	45%
Grade 4 Mathematics	2023	27%	27%	**13%**	*	10%	18%	*	*	*	*	9%	-	13%	15%	11%	14%
Grade 5 ELA/Reading	2023	37%	35%	**33%**	*	33%	*	-	*	-	*	*	*	0%	50%	36%	33%
Grade 5 Mathematics	2023	48%	53%	**44%**	*	43%	*	-	*	*	*	43%	-	50%	38%	50%	14%
All Grades Both Subjects	2023	38%	40%	**28%**	55%	25%	32%	*	0%	*	*	23%	*	26%	31%	30%	26%
All Grades ELA/Reading	2023	35%	39%	**33%**	60%	28%	50%	-	*	-	*	23%	*	31%	37%	37%	41%
All Grades Mathematics	2023	40%	41%	**24%**	50%	23%	24%	*	*	*	*	22%	-	23%	27%	25%	14%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**61%**	58%	-	-	-	58%	-	66%	66%	-	-	50%	62%	59%	-
	2022	74%	76%	**66%**	69%	-	-	-	69%	-	67%	67%	-	-	*	65%	67%	100%
At Meets Grade Level or Above	2023	49%	53%	**30%**	26%	-	-	-	26%	-	23%	23%	-	-	20%	32%	25%	-
	2022	48%	50%	**36%**	37%	-	-	-	37%	-	42%	42%	-	-	*	33%	38%	83%
At Masters Grade Level	2023	20%	22%	**10%**	7%	-	-	-	7%	-	17%	17%	-	-	10%	10%	9%	-
	2022	23%	24%	**15%**	16%	-	-	-	16%	-	22%	22%	-	-	*	13%	17%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**68%**	69%	-	-	-	69%	-	73%	73%	-	-	40%	68%	68%	-
	2022	75%	76%	**74%**	71%	-	-	-	71%	-	74%	74%	-	-	*	75%	72%	*
At Meets Grade Level or Above	2023	53%	56%	**36%**	31%	-	-	-	31%	-	27%	27%	-	-	20%	39%	29%	-
	2022	53%	53%	**43%**	43%	-	-	-	43%	-	47%	47%	-	-	*	42%	44%	*
At Masters Grade Level	2023	20%	21%	**12%**	8%	-	-	-	8%	-	13%	13%	-	-	20%	13%	10%	-
	2022	25%	25%	**19%**	18%	-	-	-	18%	-	24%	24%	-	-	*	18%	19%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**56%**	53%	-	-	-	53%	-	60%	60%	-	-	60%	57%	55%	-
	2022	72%	75%	**59%**	64%	-	-	-	64%	-	62%	62%	-	-	*	57%	63%	*
At Meets Grade Level or Above	2023	45%	46%	**26%**	30%	-	-	-	30%	-	20%	20%	-	-	20%	26%	28%	-
	2022	42%	44%	**32%**	36%	-	-	-	36%	-	41%	41%	-	-	*	28%	37%	*
At Masters Grade Level	2023	19%	18%	**10%**	8%	-	-	-	8%	-	20%	20%	-	-	0%	9%	10%	-
	2022	20%	21%	**12%**	14%	-	-	-	14%	-	24%	24%	-	-	*	9%	17%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**55%**	39%	-	-	-	39%	-	60%	60%	-	-	-	59%	43%	-
	2022	76%	78%	**66%**	74%	-	-	-	74%	-	64%	64%	-	-	-	63%	68%	*
At Meets Grade Level or Above	2023	47%	54%	**22%**	0%	-	-	-	0%	-	20%	20%	-	-	-	30%	4%	-
	2022	47%	51%	**25%**	26%	-	-	-	26%	-	27%	27%	-	-	-	25%	25%	*
At Masters Grade Level	2023	18%	23%	**4%**	0%	-	-	-	0%	-	20%	20%	-	-	-	4%	4%	-
	2022	21%	24%	**9%**	16%	-	-	-	16%	-	9%	9%	-	-	-	7%	11%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**54%**	56%	-	-	-	56%	-	58%	58%	-	-	-	53%	56%	-
All Grades ELA/Reading	2023	63%	65%	**50%**	50%	-	-	-	50%	-	54%	54%	-	-	-	50%	51%	-
All Grades Mathematics	2023	66%	66%	**58%**	62%	-	-	-	62%	-	62%	62%	-	-	-	56%	62%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**28%**	17%	-	-	-	17%	-	43%	43%	-	-	-	29%	26%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

O H STOWE EL (220902110) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**33%**	20%	-	-	-	20%	-	71%	71%	-	-	-	29%	41%	-
All Grades Mathematics	2023	40%	41%	**24%**	14%	-	-	-	14%	-	14%	14%	-	-	-	29%	14%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	80%	92%	97%	*	41%	84%	87%	91%	100%	92%	82%	88%	78%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	6%	3%	*	5%	16%	13%	4%	0%	2%	14%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	**6%**	12%	2%	0%	*	54%	0%	0%	4%	0%	6%	5%	7%	17%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	91%	**88%**	81%	90%	97%	*	44%	88%	86%	92%	100%	92%	81%	88%	77%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	6%	3%	*	6%	13%	14%	4%	0%	2%	13%	5%	5%
Not Included in Accountability: Other Exclusions	3%	5%	**6%**	11%	4%	0%	*	50%	0%	0%	4%	0%	6%	5%	7%	18%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**89%**	81%	93%	97%	*	44%	88%	86%	92%	100%	93%	82%	89%	80%
Not Included in Accountability: Mobile	5%	4%	**6%**	8%	6%	3%	*	6%	13%	14%	4%	0%	2%	14%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	11%	2%	0%	*	50%	0%	0%	4%	0%	6%	4%	6%	15%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**86%**	70%	94%	94%	-	29%	*	*	80%	*	89%	81%	83%	72%
Not Included in Accountability: Mobile	4%	4%	**7%**	10%	6%	6%	-	0%	*	*	10%	*	2%	14%	7%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**8%**	20%	0%	0%	-	71%	*	*	10%	*	9%	5%	10%	22%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**89%**	73%	95%	92%	*	83%	100%	70%	92%	87%	97%	77%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**11%**	27%	4%	8%	*	17%	0%	30%	8%	13%	3%	22%	7%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**89%**	71%	95%	93%	*	83%	100%	67%	92%	90%	97%	77%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**10%**	29%	4%	7%	*	17%	0%	33%	8%	10%	3%	22%	7%	10%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**89%**	71%	95%	93%	*	83%	100%	67%	92%	90%	97%	77%	93%	89%
Not Included in Accountability: Mobile	5%	5%	**10%**	29%	4%	7%	*	17%	0%	33%	8%	10%	3%	22%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**89%**	82%	95%	87%	-	83%	*	80%	93%	*	98%	77%	92%	94%
Not Included in Accountability: Mobile	4%	4%	**11%**	18%	5%	13%	-	17%	*	20%	7%	*	2%	23%	8%	6%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.6%**	92.8%	93.9%	92.6%	*	96.7%	93.7%	92.7%	93.0%	93.5%	95.6%
2020-21	95.0%	95.7%	**95.8%**	95.6%	95.9%	95.3%	*	97.7%	94.3%	94.0%	94.5%	95.5%	97.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**20.0%**	27.5%	16.6%	24.5%	*	6.4%	16.7%	34.8%	27.3%	20.9%	9.5%
2020-21	15.0%	12.4%	**11.0%**	10.4%	11.9%	11.7%	*	2.2%	20.0%	13.3%	16.9%	11.8%	5.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	671	100.0%	22,581	5,504,150	674	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	3	0.4%	0.7%	0.5%
Pre-Kindergarten	65	9.7%	3.9%	4.4%	65	9.6%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	23	3.4%	0.5%	0.7%	23	3.4%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	42	6.3%	3.4%	3.7%	42	6.2%	3.4%	3.7%
Kindergarten	108	16.1%	6.8%	6.7%	108	16.0%	6.8%	6.7%
Grade 1	88	13.1%	6.9%	7.2%	88	13.1%	6.9%	7.2%
Grade 2	95	14.2%	7.0%	7.2%	95	14.1%	7.0%	7.2%
Grade 3	114	17.0%	7.1%	7.2%	114	16.9%	7.1%	7.1%
Grade 4	109	16.2%	7.1%	7.2%	109	16.2%	7.1%	7.1%
Grade 5	92	13.7%	7.0%	7.2%	92	13.6%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	87	13.0%	9.8%	12.8%	87	12.9%	9.8%	12.8%
Hispanic	358	53.4%	45.6%	53.0%	359	53.3%	45.6%	52.9%
White	144	21.5%	35.3%	25.6%	145	21.5%	35.4%	25.7%
American Indian	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Asian	43	6.4%	4.5%	5.1%	44	6.5%	4.5%	5.1%
Pacific Islander	10	1.5%	0.5%	0.2%	10	1.5%	0.5%	0.2%
Two or More Races	26	3.9%	3.9%	3.0%	26	3.9%	3.9%	3.0%
Sex:								
Female	328	48.9%	48.4%	48.8%	328	48.7%	48.3%	48.8%
Male	343	51.1%	51.6%	51.2%	346	51.3%	51.7%	51.2%
Economically Disadvantaged	555	82.7%	63.5%	62.1%	557	82.6%	63.4%	62.0%
Non-Educationally Disadvantaged	116	17.3%	36.5%	37.9%	117	17.4%	36.6%	38.0%
Section 504 Students	47	7.0%	9.6%	7.4%	47	7.0%	9.5%	7.4%
EB Students/EL	220	32.8%	25.0%	23.1%	220	32.6%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.1%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	63	9.4%	7.8%	5.5%	63	9.3%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	8	1.2%	0.8%	1.3%	8	1.2%	0.8%	1.3%
Immigrant	29	4.3%	2.0%	2.2%	29	4.3%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	671	100.0%	54.1%	64.6%	674	100.0%	54.1%	64.6%
Military Connected	2	0.3%	0.7%	3.6%	2	0.3%	0.7%	3.6%
At-Risk	497	74.1%	64.3%	53.3%	497	73.7%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	218	32.5%	24.8%	23.2%	218	32.3%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	18	2.7%	7.0%	8.2%	18	2.7%	7.0%	8.2%
Special Education	90	13.4%	12.6%	12.6%	92	13.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	90							
By Type of Primary Disability Students with Intellectual Disabilities	34	37.8%	40.4%	44.1%				
Students with Physical Disabilities	25	27.8%	23.7%	20.0%				
Students with Autism	21	23.3%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	109	19.3%	14.4%	16.8%				
By Ethnicity: African American	27	4.8%	2.6%	3.3%				
Hispanic	33	5.9%	6.0%	8.7%				
White	24	4.3%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	14	2.5%	0.4%	0.7%				
Pacific Islander	3	0.5%	0.1%	0.0%				
Two or More Races	8	1.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	13.6%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	31	17.3%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	90	20.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	136	25.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.7%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	1.2%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	1.3%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	20.3	18.7
Grade 1	21.1	20.3	19.1
Grade 2	17.8	19.5	19.1
Grade 3	22.5	19.3	19.3
Grade 4	21.4	21.1	19.4
Grade 5	25.2	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	63.3	100.0%	100.0%	100.0%
Professional Staff:	50.7	80.0%	67.6%	64.1%
Teachers	42.4	66.9%	50.4%	48.7%
Professional Support	6.3	10.0%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.2%	3.2%	3.3%
Educational Aides:	12.6	20.0%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	22.6	35.7%	31.1%	53.2%
Teachers by Ethnicity:				
African American	2.2	5.2%	5.0%	11.8%
Hispanic	10.2	24.2%	16.0%	29.6%
White	26.8	63.2%	75.3%	54.9%
American Indian	0.1	0.3%	0.3%	0.3%
Asian	1.0	2.4%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	4.7%	1.5%	1.2%
Teachers by Sex:				
Males	4.0	9.4%	23.2%	24.4%
Females	38.4	90.6%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	36.7	86.5%	72.1%	72.2%
Masters	5.7	13.5%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	11.8%	9.5%	9.7%
1-5 Years Experience	13.2	31.2%	23.2%	26.3%
6-10 Years Experience	8.1	19.1%	22.7%	20.5%
11-20 Years Experience	11.7	27.6%	27.9%	27.2%
21-30 Years Experience	4.4	10.3%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.7	6.1
Average Years Experience of Principals with District	2.0	6.7	5.3
Average Years Experience of Assistant Principals	8.0	6.4	5.2
Average Years Experience of Assistant Principals with District	8.0	5.1	4.4
Average Years Experience of Teachers:	9.7	11.5	11.0
Average Years Experience of Teachers with District:	5.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,655	$59,919	$53,300
1-5 Years Experience	$59,680	$60,212	$56,516
6-10 Years Experience	$61,051	$61,624	$59,732
11-20 Years Experience	$66,642	$64,485	$63,389
21-30 Years Experience	$67,412	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,538	$63,500	$60,717
Professional Support	$68,176	$76,823	$72,022
Campus Administration (School Leadership)	$88,512	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	8.0	18.9%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.6	10.7%	7.3%	3.2%
Gifted and Talented Education	0.5	1.2%	0.9%	1.7%
Regular Education	25.1	59.2%	63.5%	70.6%
Special Education	4.2	10.0%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: WEST BIRDVILLE EL

Campus Number: 220902111

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	School Year	State	District	Campus	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	2023	76%	77%	**65%**	*	63%	70%	*	*	-	*	62%	*	66%	57%	64%	64%
	2022	76%	77%	**65%**	-	66%	57%	-	-	-	-	38%	*	65%	64%	64%	62%
At Meets Grade Level or Above	2023	50%	51%	**35%**	*	39%	30%	*	*	-	*	54%	*	35%	36%	34%	36%
	2022	51%	52%	**32%**	-	31%	43%	-	-	-	-	15%	*	31%	45%	31%	27%
At Masters Grade Level	2023	20%	20%	**11%**	*	11%	13%	*	*	-	*	15%	*	10%	14%	11%	9%
	2022	30%	32%	**16%**	-	15%	21%	-	-	-	-	8%	*	16%	9%	13%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**71%**	*	71%	70%	*	*	-	*	69%	*	72%	64%	70%	72%
	2022	71%	72%	**66%**	-	65%	71%	-	-	-	-	38%	*	67%	55%	65%	61%
At Meets Grade Level or Above	2023	45%	44%	**43%**	*	44%	43%	*	*	-	*	54%	*	42%	50%	40%	41%
	2022	43%	44%	**34%**	-	35%	29%	-	-	-	-	15%	*	35%	27%	33%	32%
At Masters Grade Level	2023	19%	18%	**10%**	*	10%	13%	*	*	-	*	15%	*	8%	21%	7%	6%
	2022	21%	22%	**17%**	-	18%	7%	-	-	-	-	8%	*	16%	18%	16%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**59%**	-	58%	73%	-	-	-	-	33%	*	62%	48%	58%	57%
	2022	77%	79%	**61%**	*	56%	69%	*	*	-	-	29%	-	57%	75%	58%	57%
At Meets Grade Level or Above	2023	48%	50%	**25%**	-	24%	36%	-	-	-	-	7%	*	25%	29%	23%	24%
	2022	54%	54%	**34%**	*	30%	31%	*	*	-	-	21%	-	26%	60%	31%	35%
At Masters Grade Level	2023	22%	22%	**8%**	-	8%	9%	-	-	-	-	0%	*	7%	14%	6%	7%
	2022	28%	28%	**10%**	*	11%	0%	*	*	-	-	7%	-	9%	15%	9%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**65%**	-	68%	45%	-	-	-	-	47%	*	66%	62%	67%	65%
	2022	70%	71%	**65%**	*	62%	62%	*	*	-	-	36%	-	65%	65%	64%	65%
At Meets Grade Level or Above	2023	48%	44%	**30%**	-	30%	27%	-	-	-	-	33%	*	30%	29%	28%	25%
	2022	43%	42%	**25%**	*	20%	31%	*	*	-	-	36%	-	25%	25%	23%	24%
At Masters Grade Level	2023	22%	19%	**12%**	-	11%	18%	-	-	-	-	7%	*	11%	14%	10%	10%
	2022	23%	20%	**9%**	*	7%	8%	*	*	-	-	7%	-	10%	5%	8%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**66%**	*	66%	58%	*	-	-	-	36%	-	65%	73%	66%	69%
	2022	81%	84%	**72%**	-	70%	82%	-	-	-	*	13%	*	70%	79%	70%	68%
At Meets Grade Level or Above	2023	57%	61%	**42%**	*	39%	50%	*	-	-	-	36%	-	43%	33%	41%	43%
	2022	58%	60%	**35%**	-	33%	55%	-	-	-	*	13%	*	35%	37%	34%	26%
At Masters Grade Level	2023	28%	32%	**11%**	*	12%	8%	*	-	-	-	0%	-	9%	20%	11%	11%
	2022	36%	39%	**14%**	-	14%	18%	-	-	-	*	0%	*	11%	26%	14%	12%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**74%**	*	71%	92%	*	-	-	-	43%	-	77%	60%	72%	78%
	2022	77%	79%	**72%**	-	73%	64%	-	-	-	*	13%	*	69%	84%	71%	75%
At Meets Grade Level or Above	2023	51%	51%	**31%**	*	30%	33%	*	-	-	-	21%	-	33%	20%	29%	34%
	2022	48%	48%	**33%**	-	32%	45%	-	-	-	*	13%	*	36%	21%	34%	31%
At Masters Grade Level	2023	21%	22%	**11%**	*	11%	17%	*	-	-	-	0%	-	12%	7%	12%	11%
	2022	25%	24%	**13%**	-	13%	18%	-	-	-	*	0%	*	16%	0%	13%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**38%**	*	36%	42%	*	-	-	-	36%	-	39%	33%	39%	38%
	2022	66%	71%	**44%**	-	43%	55%	-	-	-	*	25%	*	46%	37%	42%	37%
At Meets Grade Level or Above	2023	36%	42%	**17%**	*	16%	17%	*	-	-	-	29%	-	19%	7%	18%	15%
	2022	38%	43%	**21%**	-	20%	36%	-	-	-	*	13%	*	24%	11%	19%	16%
At Masters Grade Level	2023	16%	19%	**3%**	*	4%	0%	*	-	-	-	0%	-	4%	0%	4%	2%
	2022	18%	20%	**10%**	-	9%	18%	-	-	-	*	0%	*	13%	0%	9%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	73%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	39%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**63%**	50%	62%	65%	100%	*	-	100%	46%	83%	64%	57%	62%	63%
	2022	74%	76%	**63%**	*	62%	66%	*	100%	-	*	29%	38%	63%	66%	62%	61%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**32%**	38%	32%	35%	20%	*	-	50%	33%	33%	33%	29%	31%	31%
	2022	48%	50%	**31%**	*	29%	38%	*	100%	-	*	19%	25%	31%	32%	29%	27%
At Masters Grade Level	2023	20%	22%	**10%**	0%	10%	12%	0%	*	-	0%	5%	0%	9%	13%	9%	8%
	2022	23%	24%	**13%**	*	13%	13%	*	33%	-	*	5%	0%	13%	10%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**63%**	*	62%	67%	*	*	-	*	43%	*	64%	58%	63%	63%
	2022	75%	76%	**66%**	*	64%	68%	*	*	-	*	29%	*	64%	74%	64%	62%
At Meets Grade Level or Above	2023	53%	56%	**34%**	*	33%	37%	*	*	-	*	31%	*	34%	32%	32%	33%
	2022	53%	53%	**34%**	*	31%	42%	*	*	-	*	17%	*	31%	48%	32%	30%
At Masters Grade Level	2023	20%	21%	**10%**	*	10%	11%	*	*	-	*	5%	*	9%	16%	9%	9%
	2022	25%	25%	**13%**	*	13%	13%	*	*	-	*	6%	*	13%	18%	12%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**70%**	*	70%	70%	*	*	-	*	52%	*	71%	62%	70%	71%
	2022	72%	75%	**68%**	*	67%	66%	*	*	-	*	31%	*	67%	70%	67%	67%
At Meets Grade Level or Above	2023	45%	46%	**35%**	*	35%	37%	*	*	-	*	36%	*	35%	32%	33%	33%
	2022	42%	44%	**31%**	*	30%	34%	*	*	-	*	23%	*	33%	24%	30%	29%
At Masters Grade Level	2023	19%	18%	**11%**	*	11%	15%	*	*	-	*	7%	*	11%	14%	10%	9%
	2022	20%	21%	**13%**	*	13%	11%	*	*	-	*	6%	*	15%	6%	12%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**38%**	*	36%	42%	*	-	-	-	36%	-	39%	33%	39%	38%
	2022	76%	78%	**44%**	-	43%	55%	-	-	-	*	25%	*	46%	37%	42%	37%
At Meets Grade Level or Above	2023	47%	54%	**17%**	*	16%	17%	*	-	-	-	29%	-	19%	7%	18%	15%
	2022	47%	51%	**21%**	-	20%	36%	-	-	-	*	13%	*	24%	11%	19%	16%
At Masters Grade Level	2023	18%	23%	**3%**	*	4%	0%	*	-	-	-	0%	-	4%	0%	4%	2%
	2022	21%	24%	**10%**	-	9%	18%	-	-	-	*	0%	*	13%	0%	9%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**29%**	*	32%	26%	*	*	-	*	54%	*	28%	36%	28%	28%
	2022	36%	38%	**24%**	-	24%	21%	-	-	-	-	8%	*	23%	27%	22%	22%
Reading and Mathematics Including EOC	2023	37%	37%	**29%**	*	32%	26%	*	*	-	*	54%	*	28%	36%	28%	28%
	2022	36%	38%	**24%**	-	24%	21%	-	-	-	-	8%	*	23%	27%	22%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**35%**	*	39%	30%	*	*	-	*	54%	*	35%	36%	34%	36%
	2022	51%	52%	**32%**	-	31%	43%	-	-	-	-	15%	*	31%	45%	31%	27%
Math Including EOC	2023	45%	44%	**43%**	*	44%	43%	*	*	-	*	54%	*	42%	50%	40%	41%
	2022	43%	45%	**34%**	-	35%	29%	-	-	-	-	15%	*	35%	27%	33%	32%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**16%**	-	15%	27%	-	-	-	-	7%	*	17%	14%	15%	14%
	2022	36%	34%	**17%**	*	13%	15%	*	*	-	-	21%	-	14%	25%	14%	15%
Reading and Mathematics Including EOC	2023	38%	37%	**16%**	-	15%	27%	-	-	-	-	7%	*	17%	14%	15%	14%
	2022	36%	34%	**17%**	*	13%	15%	*	*	-	-	21%	-	14%	25%	14%	15%
Reading Including EOC	2023	48%	50%	**25%**	-	24%	36%	-	-	-	-	7%	*	25%	29%	23%	24%
	2022	54%	54%	**34%**	*	30%	31%	*	*	-	-	21%	-	26%	60%	31%	35%
Math Including EOC	2023	48%	44%	**30%**	-	30%	27%	-	-	-	-	33%	*	30%	29%	28%	25%
	2022	43%	42%	**26%**	*	21%	31%	*	*	-	-	36%	-	26%	25%	23%	24%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**27%**	*	26%	33%	*	-	-	-	21%	-	28%	20%	27%	28%
	2022	41%	41%	**23%**	-	22%	36%	-	-	-	*	13%	*	25%	16%	24%	22%
Reading and Mathematics Including EOC	2023	43%	45%	**27%**	*	26%	33%	*	-	-	-	21%	-	28%	20%	27%	28%
	2022	41%	41%	**23%**	-	22%	36%	-	-	-	*	13%	*	25%	16%	24%	22%
Reading Including EOC	2023	57%	61%	**42%**	*	39%	50%	*	-	-	-	36%	-	43%	33%	41%	43%
	2022	58%	60%	**35%**	-	33%	55%	-	-	-	*	13%	*	35%	37%	34%	26%
Math Including EOC	2023	51%	51%	**31%**	*	31%	33%	*	-	-	-	21%	-	34%	20%	30%	34%
	2022	48%	48%	**32%**	-	31%	45%	-	-	-	*	13%	*	35%	21%	33%	31%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**24%**	*	23%	28%	*	*	-	*	26%	*	24%	22%	23%	23%
	2022	34%	35%	**21%**	*	20%	24%	*	*	-	*	14%	*	21%	22%	20%	20%
Reading and Mathematics Including EOC	2023	39%	41%	**24%**	*	23%	28%	*	*	-	*	26%	*	24%	22%	23%	23%
	2022	36%	38%	**21%**	*	20%	24%	*	*	-	*	14%	*	21%	22%	20%	20%
Reading Including EOC	2023	53%	56%	**34%**	*	33%	37%	*	*	-	*	31%	*	34%	32%	32%	33%
	2022	53%	54%	**34%**	*	31%	42%	*	*	-	*	17%	*	31%	48%	32%	30%
Math Including EOC	2023	47%	48%	**35%**	*	35%	37%	*	*	-	*	36%	*	35%	32%	33%	33%
	2022	43%	46%	**31%**	*	30%	34%	*	*	-	*	23%	*	33%	24%	30%	29%

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

Texas Education Agency
2022-23 Progress (TAPR)
WEST BIRDVILLE EL (220902111) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**37%**	-	36%	41%	-	-	-	-	12%	*	38%	32%	35%	39%
Grade 4 Mathematics	2023	63%	57%	**50%**	-	51%	41%	-	-	-	-	73%	*	48%	55%	49%	49%
Grade 5 ELA/Reading	2023	65%	69%	**60%**	*	58%	71%	*	-	-	-	36%	-	61%	50%	59%	63%
Grade 5 Mathematics	2023	71%	72%	**73%**	*	75%	63%	*	-	-	-	61%	-	73%	71%	71%	84%
Grade 6 Mathematics	2023	54%	56%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
All Grades Both Subjects	2023	64%	65%	**54%**	*	53%	54%	*	-	-	-	45%	*	54%	51%	53%	57%
All Grades ELA/Reading	2023	63%	65%	**47%**	*	45%	57%	*	-	-	-	24%	*	48%	39%	46%	49%
All Grades Mathematics	2023	66%	66%	**60%**	*	61%	52%	*	-	-	-	67%	*	60%	62%	60%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**23%**	-	25%	*	-	-	-	-	0%	-	20%	33%	24%	28%
Grade 4 Mathematics	2023	27%	27%	**23%**	-	24%	*	-	-	-	-	13%	-	29%	0%	25%	27%
Grade 5 ELA/Reading	2023	37%	35%	**30%**	-	33%	*	-	-	-	-	10%	-	29%	33%	31%	33%
Grade 5 Mathematics	2023	48%	53%	**56%**	-	52%	80%	-	-	-	-	22%	-	54%	63%	53%	60%
All Grades Both Subjects	2023	38%	40%	**32%**	-	33%	29%	-	-	-	-	12%	-	32%	33%	33%	36%
All Grades ELA/Reading	2023	35%	39%	**26%**	-	29%	0%	-	-	-	-	6%	-	25%	33%	28%	31%
All Grades Mathematics	2023	40%	41%	**39%**	-	37%	57%	-	-	-	-	18%	-	41%	33%	39%	42%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**63%**	63%	-	-	-	63%	-	63%	63%	-	-	47%	62%	63%	*
	2022	74%	76%	**63%**	60%	-	-	-	60%	-	64%	64%	-	-	-	71%	60%	*
At Meets Grade Level or Above	2023	49%	53%	**32%**	31%	-	-	-	31%	-	30%	30%	-	-	18%	35%	30%	*
	2022	48%	50%	**31%**	25%	-	-	-	25%	-	36%	36%	-	-	-	39%	27%	*
At Masters Grade Level	2023	20%	22%	**10%**	8%	-	-	-	8%	-	2%	2%	-	-	6%	14%	7%	*
	2022	23%	24%	**13%**	10%	-	-	-	10%	-	10%	10%	-	-	-	19%	10%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**63%**	63%	-	-	-	63%	-	57%	57%	-	-	67%	64%	62%	*
	2022	75%	76%	**66%**	61%	-	-	-	61%	-	69%	69%	-	-	-	75%	62%	*
At Meets Grade Level or Above	2023	53%	56%	**34%**	33%	-	-	-	33%	-	30%	30%	-	-	33%	34%	33%	*
	2022	53%	53%	**34%**	28%	-	-	-	28%	-	36%	36%	-	-	-	45%	29%	*
At Masters Grade Level	2023	20%	21%	**10%**	9%	-	-	-	9%	-	3%	3%	-	-	17%	12%	8%	*
	2022	25%	25%	**13%**	12%	-	-	-	12%	-	8%	8%	-	-	-	19%	11%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**70%**	72%	-	-	-	72%	-	67%	67%	-	-	50%	66%	71%	*
	2022	72%	75%	**68%**	68%	-	-	-	68%	-	61%	61%	-	-	-	70%	67%	*
At Meets Grade Level or Above	2023	45%	46%	**35%**	34%	-	-	-	34%	-	23%	23%	-	-	17%	40%	32%	*
	2022	42%	44%	**31%**	27%	-	-	-	27%	-	36%	36%	-	-	-	36%	29%	*
At Masters Grade Level	2023	19%	18%	**11%**	10%	-	-	-	10%	-	0%	0%	-	-	0%	17%	9%	*
	2022	20%	21%	**13%**	10%	-	-	-	10%	-	11%	11%	-	-	-	19%	11%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**38%**	37%	-	-	-	37%	-	*	*	-	-	20%	38%	38%	-
	2022	76%	78%	**44%**	34%	-	-	-	34%	-	50%	50%	-	-	-	61%	36%	*
At Meets Grade Level or Above	2023	47%	54%	**17%**	12%	-	-	-	12%	-	*	*	-	-	0%	21%	15%	-
	2022	47%	51%	**21%**	12%	-	-	-	12%	-	38%	38%	-	-	-	32%	15%	*
At Masters Grade Level	2023	18%	23%	**3%**	2%	-	-	-	2%	-	*	*	-	-	0%	8%	2%	-
	2022	21%	24%	**10%**	3%	-	-	-	3%	-	13%	13%	-	-	-	19%	4%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**54%**	61%	-	-	-	61%	-	32%	32%	-	-	50%	44%	57%	*
All Grades ELA/Reading	2023	63%	65%	**47%**	53%	-	-	-	53%	-	29%	29%	-	-	40%	40%	49%	*
All Grades Mathematics	2023	66%	66%	**60%**	70%	-	-	-	70%	-	36%	36%	-	-	60%	48%	64%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**32%**	37%	-	-	-	37%	-	29%	29%	-	-	*	18%	36%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WEST BIRDVILLE EL (220902111) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**26%**	33%	-	-	-	33%	-	17%	17%	-	-	*	7%	31%	-
All Grades Mathematics	2023	40%	41%	**39%**	42%	-	-	-	42%	-	38%	38%	-	-	*	29%	42%	-

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

\- Indicates there are no students in the group.

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

Texas Education Agency

2022-23 STAAR Participation (TAPR)

WEST BIRDVILLE EL (220902111) - BIRDVILLE ISD - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	100%	96%	91%	100%	31%	-	75%	97%	75%	97%	80%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	1%	9%	0%	0%	-	25%	0%	25%	0%	13%	2%	1%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	0%	3%	0%	0%	69%	-	0%	2%	0%	3%	7%	3%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	*	96%	92%	*	40%	-	*	98%	*	98%	81%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	1%	8%	*	0%	-	*	0%	*	0%	13%	2%	1%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	*	3%	0%	*	60%	-	*	2%	*	2%	6%	3%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	*	96%	92%	*	40%	-	*	98%	*	98%	81%	95%	94%
Not Included in Accountability: Mobile	5%	4%	**3%**	*	1%	8%	*	0%	-	*	0%	*	0%	13%	2%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	*	60%	-	*	2%	*	2%	6%	3%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	100%	*	*	-	-	93%	-	99%	100%	99%	99%
Included in Accountability	93%	93%	**91%**	*	95%	86%	*	*	-	-	93%	-	94%	79%	90%	90%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	0%	14%	*	*	-	-	0%	-	0%	11%	2%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	*	4%	0%	*	*	-	-	0%	-	5%	11%	7%	8%
Not Tested	1%	1%	**1%**	*	1%	0%	*	*	-	-	7%	-	1%	0%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	*	1%	0%	*	*	-	-	7%	-	1%	0%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	*	93%	98%	*	100%	-	60%	95%	100%	100%	72%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	2%	*	0%	-	40%	5%	0%	0%	17%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	*	3%	0%	*	0%	-	0%	0%	0%	0%	11%	0%	3%
Not Tested	1%	1%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**94%**	*	93%	97%	*	*	-	*	95%	*	100%	71%	97%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	3%	*	*	-	*	5%	*	0%	19%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	*	3%	0%	*	*	-	*	0%	*	0%	10%	0%	3%
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	*	93%	97%	*	*	-	*	95%	*	100%	71%	97%	93%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	4%	3%	*	*	-	*	5%	*	0%	19%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**2%**	*	3%	0%	*	*	-	*	0%	*	0%	10%	0%	3%
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**93%**	-	93%	100%	-	-	-	*	100%	*	100%	73%	98%	91%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	0%	-	-	-	*	0%	*	0%	12%	2%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**4%**	-	4%	0%	-	-	-	*	0%	*	0%	15%	0%	5%
Not Tested	2%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.2%**	*	94.2%	94.2%	*	95.4%	-	93.1%	92.7%	94.2%	94.9%
2020-21	95.0%	95.7%	**94.7%**	93.8%	94.7%	94.7%	*	94.6%	-	95.8%	91.6%	94.8%	95.6%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**18.8%**	0.0%	19.1%	19.5%	*	14.3%	-	14.3%	31.1%	19.4%	13.2%
2020-21	15.0%	12.4%	**17.4%**	16.7%	16.7%	21.8%	*	20.0%	-	14.3%	26.8%	17.4%	13.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	693	100.0%	22,581	5,504,150	694	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	15	2.2%	0.5%	0.3%	16	2.3%	0.7%	0.5%
Pre-Kindergarten	83	12.0%	3.9%	4.4%	83	12.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	83	12.0%	3.4%	3.7%	83	12.0%	3.4%	3.7%
Kindergarten	74	10.7%	6.8%	6.7%	74	10.7%	6.8%	6.7%
Grade 1	94	13.6%	6.9%	7.2%	94	13.5%	6.9%	7.2%
Grade 2	108	15.6%	7.0%	7.2%	108	15.6%	7.0%	7.2%
Grade 3	106	15.3%	7.1%	7.2%	106	15.3%	7.1%	7.1%
Grade 4	113	16.3%	7.1%	7.2%	113	16.3%	7.1%	7.1%
Grade 5	100	14.4%	7.0%	7.2%	100	14.4%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	8	1.2%	9.8%	12.8%	8	1.2%	9.8%	12.8%
Hispanic	592	85.4%	45.6%	53.0%	593	85.4%	45.6%	52.9%
White	73	10.5%	35.3%	25.6%	73	10.5%	35.4%	25.7%
American Indian	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Asian	12	1.7%	4.5%	5.1%	12	1.7%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	5	0.7%	3.9%	3.0%	5	0.7%	3.9%	3.0%
Sex:								
Female	333	48.1%	48.4%	48.8%	333	48.0%	48.3%	48.8%
Male	360	51.9%	51.6%	51.2%	361	52.0%	51.7%	51.2%
Economically Disadvantaged	615	88.7%	63.5%	62.1%	616	88.8%	63.4%	62.0%
Non-Educationally Disadvantaged	78	11.3%	36.5%	37.9%	78	11.2%	36.6%	38.0%
Section 504 Students	25	3.6%	9.6%	7.4%	25	3.6%	9.5%	7.4%
EB Students/EL	496	71.6%	25.0%	23.1%	497	71.6%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	2	0.3%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	26	3.8%	7.8%	5.5%	26	3.7%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	2	0.3%	0.8%	1.3%	2	0.3%	0.8%	1.3%
Immigrant	38	5.5%	2.0%	2.2%	38	5.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	693	100.0%	54.1%	64.6%	694	100.0%	54.1%	64.6%
Military Connected	0	0.0%	0.7%	3.6%	0	0.0%	0.7%	3.6%
At-Risk	626	90.3%	64.3%	53.3%	627	90.3%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	495	71.4%	24.8%	23.2%	495	71.3%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	22	3.2%	7.0%	8.2%	22	3.2%	7.0%	8.2%
Special Education	87	12.6%	12.6%	12.6%	88	12.7%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability Students with Intellectual Disabilities	27	31.0%	40.4%	44.1%				
Students with Physical Disabilities	36	41.4%	23.7%	20.0%				
Students with Autism	17	19.5%	18.0%	15.5%				
Students with Behavioral Disabilities	*	*	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	50	9.1%	14.4%	16.8%				
By Ethnicity: African American	1	0.2%	2.6%	3.3%				
Hispanic	35	6.4%	6.0%	8.7%				
White	11	2.0%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.5%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	14.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	20	5.5%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	36	7.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	65	11.7%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.3%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	1.1%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	2.2%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	1.1%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	6.3%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	20.3	18.7
Grade 1	23.0	20.3	19.1
Grade 2	21.5	19.5	19.1
Grade 3	15.3	19.3	19.3
Grade 4	21.7	21.1	19.4
Grade 5	16.4	21.4	20.8
Grade 6	1.0	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
WEST BIRDVILLE EL (220902111) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	72.6	100.0%	100.0%	100.0%
Professional Staff:	56.7	78.1%	67.6%	64.1%
Teachers	46.0	63.3%	50.4%	48.7%
Professional Support	6.8	9.3%	11.7%	10.9%
Campus Administration (School Leadership)	4.0	5.5%	3.2%	3.3%
Educational Aides:	15.9	21.9%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	34.8	47.9%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	2.2%	5.0%	11.8%
Hispanic	22.0	47.9%	16.0%	29.6%
White	22.6	49.2%	75.3%	54.9%
American Indian	0.1	0.3%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.2	0.4%	1.5%	1.2%
Teachers by Sex:				
Males	3.9	8.5%	23.2%	24.4%
Females	42.0	91.5%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	35.1	76.3%	72.1%	72.2%
Masters	10.9	23.7%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.9	8.4%	9.5%	9.7%
1-5 Years Experience	16.0	34.8%	23.2%	26.3%
6-10 Years Experience	7.1	15.5%	22.7%	20.5%
11-20 Years Experience	14.7	31.9%	27.9%	27.2%
21-30 Years Experience	3.1	6.8%	13.5%	13.3%
Over 30 Years Experience	1.2	2.6%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	2.0	6.4	5.2
Average Years Experience of Assistant Principals with District	2.0	5.1	4.4
Average Years Experience of Teachers:	10.6	11.5	11.0
Average Years Experience of Teachers with District:	6.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,804	$59,919	$53,300
1-5 Years Experience	$59,475	$60,212	$56,516
6-10 Years Experience	$61,188	$61,624	$59,732
11-20 Years Experience	$63,337	$64,485	$63,389
21-30 Years Experience	$67,310	$69,454	$67,876
Over 30 Years Experience	$74,223	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,832	$63,500	$60,717
Professional Support	$67,759	$76,823	$72,022
Campus Administration (School Leadership)	$74,733	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	22.1	48.1%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.1	6.6%	7.3%	3.2%
Gifted and Talented Education	0.5	1.1%	0.9%	1.7%
Regular Education	13.8	30.0%	63.5%	70.6%
Special Education	6.4	13.9%	10.8%	9.7%
Other	0.2	0.3%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: HOLIDAY HEIGHTS EL

Campus Number: 220902112

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**74%**	67%	70%	78%	-	86%	-	67%	45%	*	71%	80%	67%	58%
	2022	76%	77%	**77%**	69%	74%	79%	-	*	*	*	57%	*	75%	85%	72%	75%
At Meets Grade Level or Above	2023	50%	51%	**41%**	22%	22%	56%	-	71%	-	50%	27%	*	43%	35%	33%	33%
	2022	51%	52%	**58%**	46%	52%	57%	-	*	*	*	43%	*	57%	60%	47%	75%
At Masters Grade Level	2023	20%	20%	**14%**	22%	4%	19%	-	29%	-	17%	9%	*	16%	10%	11%	8%
	2022	30%	32%	**38%**	31%	35%	36%	-	*	*	*	21%	*	35%	45%	25%	38%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**74%**	89%	59%	80%	-	86%	-	83%	55%	*	74%	75%	67%	67%
	2022	71%	72%	**80%**	69%	83%	82%	-	*	*	*	64%	*	84%	70%	81%	75%
At Meets Grade Level or Above	2023	45%	44%	**39%**	33%	26%	52%	-	57%	-	33%	36%	*	43%	30%	31%	33%
	2022	43%	44%	**49%**	31%	57%	50%	-	*	*	*	43%	*	45%	60%	39%	38%
At Masters Grade Level	2023	19%	18%	**20%**	0%	4%	36%	-	43%	-	33%	18%	*	20%	20%	18%	25%
	2022	21%	22%	**18%**	8%	22%	18%	-	*	*	*	14%	*	18%	20%	6%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	80%	75%	80%	-	*	*	83%	56%	*	77%	80%	71%	67%
	2022	77%	79%	**82%**	64%	87%	83%	-	*	-	*	57%	*	82%	83%	76%	100%
At Meets Grade Level or Above	2023	48%	50%	**51%**	60%	50%	43%	-	*	*	83%	22%	*	49%	56%	44%	33%
	2022	54%	54%	**65%**	50%	70%	72%	-	*	-	*	43%	*	68%	58%	57%	75%
At Masters Grade Level	2023	22%	22%	**15%**	10%	21%	10%	-	*	*	33%	6%	*	17%	12%	10%	0%
	2022	28%	28%	**29%**	29%	26%	33%	-	*	-	*	14%	*	29%	29%	26%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**66%**	60%	67%	68%	-	*	*	67%	44%	*	75%	48%	58%	44%
	2022	70%	71%	**73%**	43%	83%	89%	-	*	-	*	43%	*	79%	63%	67%	88%
At Meets Grade Level or Above	2023	48%	44%	**44%**	20%	46%	52%	-	*	*	33%	39%	*	42%	48%	33%	11%
	2022	43%	42%	**44%**	21%	48%	56%	-	*	-	*	14%	*	58%	21%	40%	38%
At Masters Grade Level	2023	22%	19%	**25%**	20%	29%	26%	-	*	*	17%	17%	*	21%	32%	17%	0%
	2022	23%	20%	**15%**	7%	9%	28%	-	*	-	*	0%	*	21%	4%	14%	13%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**85%**	76%	85%	88%	-	*	-	*	40%	*	89%	80%	81%	100%
	2022	81%	84%	**76%**	72%	69%	83%	-	80%	*	60%	20%	*	77%	74%	67%	67%
At Meets Grade Level or Above	2023	57%	61%	**69%**	59%	70%	69%	-	*	-	*	30%	*	71%	67%	65%	80%
	2022	58%	60%	**55%**	56%	52%	60%	-	60%	*	40%	20%	*	57%	53%	42%	58%
At Masters Grade Level	2023	28%	32%	**29%**	18%	33%	19%	-	*	-	*	0%	*	31%	27%	31%	40%
	2022	36%	39%	**37%**	33%	38%	46%	-	20%	*	20%	10%	*	38%	35%	27%	25%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**91%**	94%	85%	100%	-	*	-	80%	80%	*	94%	87%	88%	100%
	2022	77%	79%	**68%**	50%	69%	83%	-	*	*	20%	20%	*	69%	65%	54%	64%
At Meets Grade Level or Above	2023	51%	51%	**52%**	47%	48%	56%	-	*	-	60%	10%	*	63%	39%	47%	80%
	2022	48%	48%	**41%**	33%	41%	49%	-	*	*	20%	10%	*	41%	41%	22%	36%
At Masters Grade Level	2023	21%	22%	**14%**	6%	7%	25%	-	*	-	20%	0%	*	20%	6%	10%	40%
	2022	25%	24%	**22%**	22%	17%	26%	-	*	*	20%	0%	*	20%	24%	13%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**68%**	65%	59%	75%	-	*	-	100%	40%	*	71%	65%	67%	100%
	2022	66%	71%	**62%**	44%	59%	77%	-	60%	*	40%	20%	*	67%	53%	45%	50%
At Meets Grade Level or Above	2023	36%	42%	**32%**	24%	30%	38%	-	*	-	40%	0%	*	40%	23%	29%	40%
	2022	38%	43%	**32%**	28%	28%	37%	-	40%	*	40%	10%	*	33%	29%	24%	33%
At Masters Grade Level	2023	16%	19%	**14%**	18%	7%	13%	-	*	-	20%	0%	*	17%	10%	12%	40%
	2022	18%	20%	**21%**	11%	17%	26%	-	40%	*	40%	0%	*	23%	18%	18%	25%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	73%	78%	*	-	-	-	-	*	-	-	-	-	*	-	*	*
At Meets Grade Level or Above	2023	40%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	39%	42%	*	-	-	-	-	*	-	-	-	-	*	-	*	*
At Masters Grade Level	2023	16%	15%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	16%	16%	*	-	-	-	-	*	-	-	-	-	*	-	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**76%**	76%	72%	80%	-	79%	*	82%	51%	68%	78%	74%	71%	70%
	2022	74%	76%	**73%**	58%	74%	82%	-	76%	75%	65%	42%	81%	75%	69%	64%	72%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**47%**	39%	42%	52%	-	63%	*	55%	25%	41%	49%	43%	40%	39%
	2022	48%	50%	**48%**	38%	49%	53%	-	56%	38%	48%	28%	25%	50%	45%	38%	50%
At Masters Grade Level	2023	20%	22%	**19%**	13%	15%	21%	-	42%	*	29%	8%	14%	20%	16%	16%	18%
	2022	23%	24%	**26%**	20%	23%	30%	-	36%	13%	29%	10%	0%	27%	25%	19%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**78%**	75%	77%	81%	-	78%	*	81%	49%	78%	78%	80%	73%	69%
	2022	75%	76%	**78%**	69%	76%	81%	-	90%	*	85%	45%	86%	77%	79%	71%	79%
At Meets Grade Level or Above	2023	53%	56%	**53%**	50%	47%	53%	-	67%	*	75%	26%	56%	52%	55%	47%	42%
	2022	53%	53%	**59%**	51%	57%	62%	-	70%	*	62%	35%	0%	60%	56%	48%	68%
At Masters Grade Level	2023	20%	21%	**19%**	17%	19%	15%	-	33%	*	38%	5%	22%	20%	17%	18%	12%
	2022	25%	25%	**35%**	31%	33%	40%	-	30%	*	38%	16%	0%	35%	36%	26%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**77%**	83%	71%	79%	-	78%	*	76%	56%	60%	80%	71%	71%	65%
	2022	72%	75%	**73%**	53%	77%	84%	-	70%	*	54%	45%	86%	77%	65%	65%	75%
At Meets Grade Level or Above	2023	45%	46%	**45%**	36%	40%	53%	-	56%	*	41%	31%	40%	47%	39%	37%	35%
	2022	42%	44%	**44%**	29%	48%	51%	-	50%	*	38%	26%	43%	47%	40%	33%	39%
At Masters Grade Level	2023	19%	18%	**20%**	8%	13%	29%	-	44%	*	24%	13%	10%	20%	18%	15%	19%
	2022	20%	21%	**19%**	13%	16%	23%	-	40%	*	15%	6%	0%	20%	17%	12%	18%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**68%**	65%	59%	75%	-	*	-	100%	40%	*	71%	65%	67%	100%
	2022	76%	78%	**62%**	44%	59%	77%	-	60%	*	40%	20%	*	67%	53%	45%	50%
At Meets Grade Level or Above	2023	47%	54%	**32%**	24%	30%	38%	-	*	-	40%	0%	*	40%	23%	29%	40%
	2022	47%	51%	**32%**	28%	28%	37%	-	40%	*	40%	10%	*	33%	29%	24%	33%
At Masters Grade Level	2023	18%	23%	**14%**	18%	7%	13%	-	*	-	20%	0%	*	17%	10%	12%	40%
	2022	21%	24%	**21%**	11%	17%	26%	-	40%	*	40%	0%	*	23%	18%	18%	25%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**32%**	22%	15%	46%	-	57%	-	33%	18%	*	33%	30%	24%	33%
	2022	36%	38%	**41%**	23%	45%	43%	-	*	*	*	36%	*	37%	53%	29%	38%
Reading and Mathematics Including EOC	2023	37%	37%	**32%**	22%	15%	46%	-	57%	-	33%	18%	*	33%	30%	24%	33%
	2022	36%	38%	**41%**	23%	45%	43%	-	*	*	*	36%	*	37%	53%	29%	38%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**41%**	22%	22%	56%	-	71%	-	50%	27%	*	43%	35%	33%	33%
	2022	51%	52%	**59%**	46%	55%	57%	-	*	*	*	43%	*	57%	63%	49%	75%
Math Including EOC	2023	45%	44%	**40%**	33%	26%	54%	-	57%	-	33%	36%	*	44%	30%	31%	33%
	2022	43%	45%	**49%**	31%	55%	50%	-	*	*	*	43%	*	45%	58%	37%	38%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**35%**	20%	42%	33%	-	*	*	33%	22%	*	32%	40%	27%	11%
	2022	36%	34%	**39%**	21%	39%	50%	-	*	-	*	14%	*	53%	17%	33%	38%
Reading and Mathematics Including EOC	2023	38%	37%	**35%**	20%	42%	33%	-	*	*	33%	22%	*	32%	40%	27%	11%
	2022	36%	34%	**39%**	21%	39%	50%	-	*	-	*	14%	*	53%	17%	33%	38%
Reading Including EOC	2023	48%	50%	**51%**	60%	50%	43%	-	*	*	83%	22%	*	49%	56%	44%	33%
	2022	54%	54%	**65%**	50%	70%	72%	-	*	-	*	43%	*	68%	58%	57%	75%
Math Including EOC	2023	48%	44%	**43%**	20%	46%	50%	-	*	*	33%	39%	*	40%	48%	33%	11%
	2022	43%	42%	**44%**	21%	48%	56%	-	*	-	*	14%	*	58%	21%	40%	38%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**43%**	35%	41%	44%	-	*	-	*	10%	*	54%	30%	38%	60%
	2022	41%	41%	**34%**	33%	38%	34%	-	40%	*	20%	10%	*	33%	35%	18%	33%
Reading and Mathematics Including EOC	2023	43%	45%	**43%**	35%	41%	44%	-	*	-	*	10%	*	54%	30%	38%	60%
	2022	41%	41%	**34%**	33%	38%	34%	-	40%	*	20%	10%	*	33%	35%	18%	33%
Reading Including EOC	2023	57%	61%	**69%**	59%	70%	69%	-	*	-	*	30%	*	71%	67%	65%	80%
	2022	58%	60%	**55%**	56%	52%	60%	-	60%	*	40%	20%	*	57%	53%	42%	58%
Math Including EOC	2023	51%	51%	**52%**	47%	48%	56%	-	*	-	60%	10%	*	63%	39%	47%	80%
	2022	48%	48%	**41%**	33%	41%	49%	-	60%	*	20%	10%	*	42%	41%	24%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**36%**	28%	32%	40%	-	56%	*	44%	18%	33%	38%	33%	30%	31%
	2022	34%	35%	**38%**	27%	41%	41%	-	40%	*	38%	23%	0%	40%	34%	26%	36%
Reading and Mathematics Including EOC	2023	39%	41%	**36%**	28%	32%	40%	-	56%	*	44%	18%	33%	38%	33%	30%	31%
	2022	36%	38%	**38%**	27%	41%	41%	-	40%	*	38%	23%	0%	40%	34%	26%	36%
Reading Including EOC	2023	53%	56%	**53%**	50%	47%	53%	-	67%	*	75%	26%	56%	52%	55%	47%	42%
	2022	53%	54%	**59%**	51%	58%	62%	-	70%	*	62%	35%	0%	60%	57%	48%	68%
Math Including EOC	2023	47%	48%	**45%**	36%	40%	53%	-	56%	*	41%	31%	40%	47%	39%	37%	35%
	2022	43%	46%	**44%**	29%	47%	51%	-	50%	*	38%	26%	43%	47%	39%	33%	39%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**45%**	50%	43%	47%	-	*	*	50%	41%	*	49%	36%	43%	28%
Grade 4 Mathematics	2023	63%	57%	**53%**	22%	52%	64%	-	*	*	50%	65%	*	52%	55%	45%	17%
Grade 5 ELA/Reading	2023	65%	69%	**69%**	59%	73%	63%	-	*	-	*	56%	*	77%	59%	68%	60%
Grade 5 Mathematics	2023	71%	72%	**79%**	79%	73%	80%	-	*	-	100%	83%	*	77%	81%	76%	80%
All Grades Both Subjects	2023	64%	65%	**61%**	58%	61%	61%	-	*	*	71%	59%	50%	62%	59%	58%	39%
All Grades ELA/Reading	2023	63%	65%	**56%**	56%	59%	52%	-	*	*	70%	46%	33%	61%	49%	56%	39%
All Grades Mathematics	2023	66%	66%	**65%**	60%	63%	69%	-	*	*	73%	71%	64%	63%	70%	61%	39%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**13%**	*	17%	14%	-	-	-	*	0%	-	17%	*	8%	*
Grade 4 Mathematics	2023	27%	27%	**6%**	*	*	13%	-	*	-	*	13%	*	0%	10%	0%	*
Grade 5 ELA/Reading	2023	37%	35%	**30%**	*	40%	*	-	-	-	-	0%	*	33%	*	33%	-
Grade 5 Mathematics	2023	48%	53%	**78%**	86%	71%	*	-	-	-	*	67%	*	86%	73%	76%	-
All Grades Both Subjects	2023	38%	40%	**34%**	46%	36%	26%	-	*	-	*	19%	*	32%	36%	33%	14%
All Grades ELA/Reading	2023	35%	39%	**20%**	*	27%	22%	-	-	-	*	0%	*	22%	14%	19%	*
All Grades Mathematics	2023	40%	41%	**44%**	67%	45%	30%	-	*	-	*	36%	*	46%	43%	43%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**76%**	-	-	-	-	-	-	70%	70%	-	-	64%	77%	67%	100%
	2022	74%	76%	**73%**	-	-	-	-	-	-	68%	68%	-	-	83%	73%	70%	100%
At Meets Grade Level or Above	2023	49%	53%	**47%**	-	-	-	-	-	-	37%	37%	-	-	28%	48%	33%	100%
	2022	48%	50%	**48%**	-	-	-	-	-	-	44%	44%	-	-	67%	48%	46%	100%
At Masters Grade Level	2023	20%	22%	**19%**	-	-	-	-	-	-	11%	11%	-	-	12%	19%	12%	80%
	2022	23%	24%	**26%**	-	-	-	-	-	-	19%	19%	-	-	0%	27%	17%	80%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**78%**	-	-	-	-	-	-	75%	75%	-	-	58%	80%	67%	*
	2022	75%	76%	**78%**	-	-	-	-	-	-	74%	74%	-	-	*	78%	77%	*
At Meets Grade Level or Above	2023	53%	56%	**53%**	-	-	-	-	-	-	42%	42%	-	-	33%	55%	38%	*
	2022	53%	53%	**59%**	-	-	-	-	-	-	61%	61%	-	-	*	57%	65%	*
At Masters Grade Level	2023	20%	21%	**19%**	-	-	-	-	-	-	8%	8%	-	-	8%	20%	8%	*
	2022	25%	25%	**35%**	-	-	-	-	-	-	22%	22%	-	-	*	37%	19%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**77%**	-	-	-	-	-	-	58%	58%	-	-	67%	78%	63%	*
	2022	72%	75%	**73%**	-	-	-	-	-	-	74%	74%	-	-	*	73%	73%	*
At Meets Grade Level or Above	2023	45%	46%	**45%**	-	-	-	-	-	-	33%	33%	-	-	25%	46%	29%	*
	2022	42%	44%	**44%**	-	-	-	-	-	-	35%	35%	-	-	*	45%	35%	*
At Masters Grade Level	2023	19%	18%	**20%**	-	-	-	-	-	-	8%	8%	-	-	17%	20%	13%	*
	2022	20%	21%	**19%**	-	-	-	-	-	-	17%	17%	-	-	*	19%	15%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**68%**	-	-	-	-	-	-	*	*	-	-	*	66%	*	*
	2022	76%	78%	**62%**	-	-	-	-	-	-	45%	45%	-	-	-	63%	45%	*
At Meets Grade Level or Above	2023	47%	54%	**32%**	-	-	-	-	-	-	*	*	-	-	*	31%	*	*
	2022	47%	51%	**32%**	-	-	-	-	-	-	27%	27%	-	-	-	32%	27%	*
At Masters Grade Level	2023	18%	23%	**14%**	-	-	-	-	-	-	*	*	-	-	*	11%	*	*
	2022	21%	24%	**21%**	-	-	-	-	-	-	18%	18%	-	-	-	21%	18%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**61%**	-	-	-	-	-	-	33%	33%	-	-	*	64%	35%	*
All Grades ELA/Reading	2023	63%	65%	**56%**	-	-	-	-	-	-	29%	29%	-	-	*	58%	35%	*
All Grades Mathematics	2023	66%	66%	**65%**	-	-	-	-	-	-	38%	38%	-	-	*	68%	35%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**34%**	-	-	-	-	-	-	14%	14%	-	-	-	37%	14%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

HOLIDAY HEIGHTS EL (220902112) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**20%**	-	-	-	-	-	-	*	*	-	-	-	18%	*	-
All Grades Mathematics	2023	40%	41%	**44%**	-	-	-	-	-	-	*	*	-	-	-	50%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	98%	100%	96%	100%	99%	99%	100%
Included in Accountability	93%	92%	**93%**	93%	97%	93%	-	70%	*	93%	96%	88%	93%	93%	92%	77%
Not Included in Accountability: Mobile	4%	4%	**5%**	7%	3%	5%	-	0%	*	5%	4%	8%	4%	5%	5%	8%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	0%	0%	2%	-	30%	*	0%	0%	0%	2%	2%	3%	15%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	2%	0%	4%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	*	2%	0%	4%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	94%	100%	91%	100%	99%	99%	100%
Included in Accountability	92%	91%	**93%**	92%	96%	94%	-	75%	*	89%	95%	82%	93%	93%	92%	79%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	4%	5%	-	0%	*	6%	5%	9%	5%	5%	5%	9%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	0%	0%	1%	-	25%	*	0%	0%	0%	2%	1%	3%	12%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	6%	0%	9%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	6%	0%	9%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	93%	**93%**	92%	96%	92%	-	75%	*	94%	95%	91%	93%	93%	92%	79%
Not Included in Accountability: Mobile	5%	4%	**5%**	8%	4%	5%	-	0%	*	6%	5%	9%	5%	6%	5%	9%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	0%	1%	-	25%	*	0%	0%	0%	2%	1%	3%	12%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	94%	100%	89%	-	*	-	100%	100%	*	92%	94%	92%	63%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	0%	6%	-	*	-	0%	0%	*	3%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	0%	0%	6%	-	*	-	0%	0%	*	5%	3%	6%	38%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	-	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**93%**	94%	93%	92%	-	100%	100%	89%	97%	67%	96%	88%	95%	94%
Not Included in Accountability: Mobile	5%	4%	**6%**	6%	5%	8%	-	0%	0%	11%	3%	33%	4%	11%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	2%	0%	-	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**1%**	0%	2%	0%	-	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**93%**	94%	94%	92%	-	100%	*	87%	97%	70%	96%	88%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**7%**	6%	5%	8%	-	0%	*	13%	3%	30%	4%	11%	5%	7%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**93%**	94%	94%	92%	-	100%	*	87%	97%	70%	96%	88%	95%	93%
Not Included in Accountability: Mobile	5%	5%	**7%**	6%	5%	8%	-	0%	*	13%	3%	30%	4%	11%	5%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	97%	100%	-	100%	*	100%	100%	*	100%	97%	100%	100%
Included in Accountability	93%	95%	**94%**	95%	91%	95%	-	100%	*	100%	100%	*	97%	89%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	5%	6%	5%	-	0%	*	0%	0%	*	3%	8%	7%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	0%	3%	0%	-	0%	*	0%	0%	*	0%	3%	0%	0%
Absent	1%	1%	**1%**	0%	3%	0%	-	0%	*	0%	0%	*	0%	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**92.6%**	90.0%	92.7%	93.5%	*	94.7%	*	92.4%	91.9%	92.0%	94.0%
2020-21	95.0%	95.7%	**95.2%**	92.9%	95.0%	96.0%	-	98.4%	*	95.7%	94.1%	94.3%	96.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**26.9%**	41.9%	22.2%	24.7%	*	15.0%	*	22.2%	27.8%	29.6%	24.1%
2020-21	15.0%	12.4%	**15.1%**	23.9%	14.6%	11.4%	-	0.0%	71.4%	16.0%	21.6%	20.0%	13.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	509	100.0%	22,581	5,504,150	510	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	16	3.1%	0.5%	0.3%	16	3.1%	0.7%	0.5%
Pre-Kindergarten	36	7.1%	3.9%	4.4%	36	7.1%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	36	7.1%	3.4%	3.7%	36	7.1%	3.4%	3.7%
Kindergarten	73	14.3%	6.8%	6.7%	73	14.3%	6.8%	6.7%
Grade 1	89	17.5%	6.9%	7.2%	90	17.6%	6.9%	7.2%
Grade 2	65	12.8%	7.0%	7.2%	65	12.7%	7.0%	7.2%
Grade 3	80	15.7%	7.1%	7.2%	80	15.7%	7.1%	7.1%
Grade 4	79	15.5%	7.1%	7.2%	79	15.5%	7.1%	7.1%
Grade 5	71	13.9%	7.0%	7.2%	71	13.9%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	83	16.3%	9.8%	12.8%	83	16.3%	9.8%	12.8%
Hispanic	173	34.0%	45.6%	53.0%	173	33.9%	45.6%	52.9%
White	187	36.7%	35.3%	25.6%	188	36.9%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	27	5.3%	4.5%	5.1%	27	5.3%	4.5%	5.1%
Pacific Islander	3	0.6%	0.5%	0.2%	3	0.6%	0.5%	0.2%
Two or More Races	36	7.1%	3.9%	3.0%	36	7.1%	3.9%	3.0%
Sex:								
Female	233	45.8%	48.4%	48.8%	233	45.7%	48.3%	48.8%
Male	276	54.2%	51.6%	51.2%	277	54.3%	51.7%	51.2%
Economically Disadvantaged	351	69.0%	63.5%	62.1%	351	68.8%	63.4%	62.0%
Non-Educationally Disadvantaged	158	31.0%	36.5%	37.9%	159	31.2%	36.6%	38.0%
Section 504 Students	23	4.5%	9.6%	7.4%	23	4.5%	9.5%	7.4%
EB Students/EL	62	12.2%	25.0%	23.1%	62	12.2%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	35	6.9%	7.8%	5.5%	35	6.9%	7.8%	5.5%
Foster Care	3	0.6%	0.2%	0.2%	3	0.6%	0.2%	0.2%
Homeless	9	1.8%	0.8%	1.3%	9	1.8%	0.8%	1.3%
Immigrant	7	1.4%	2.0%	2.2%	7	1.4%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	509	100.0%	54.1%	64.6%	510	100.0%	54.1%	64.6%
Military Connected	3	0.6%	0.7%	3.6%	3	0.6%	0.7%	3.6%
At-Risk	336	66.0%	64.3%	53.3%	336	65.9%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	61	12.0%	24.8%	23.2%	61	12.0%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	25	4.9%	7.0%	8.2%	25	4.9%	7.0%	8.2%
Special Education	94	18.5%	12.6%	12.6%	95	18.6%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	94							
By Type of Primary Disability Students with Intellectual Disabilities	29	30.9%	40.4%	44.1%				
Students with Physical Disabilities	29	30.9%	23.7%	20.0%				
Students with Autism	19	20.2%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	84	19.3%	14.4%	16.8%				
By Ethnicity: African American	26	6.0%	2.6%	3.3%				
Hispanic	25	5.7%	6.0%	8.7%				
White	24	5.5%	4.5%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	2	0.5%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	6	1.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	16.5%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	7	13.0%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	59	21.0%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	114	26.3%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	1.9%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	1.6%	1.8%	1.6%	4.8%	1.8%	2.0%
Grade 3	1.7%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	8.3%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.8	20.3	18.7
Grade 1	21.2	20.3	19.1
Grade 2	21.8	19.5	19.1
Grade 3	19.9	19.3	19.3
Grade 4	19.8	21.1	19.4
Grade 5	23.7	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff:	41.7	78.9%	67.6%	64.1%
Teachers	34.4	65.0%	50.4%	48.7%
Professional Support	5.3	10.1%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.8%	3.2%	3.3%
Educational Aides:	11.2	21.1%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	13.4	25.4%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	2.9%	5.0%	11.8%
Hispanic	3.0	8.7%	16.0%	29.6%
White	27.5	79.8%	75.3%	54.9%
American Indian	1.0	2.8%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	5.8%	1.5%	1.2%
Teachers by Sex:				
Males	2.3	6.6%	23.2%	24.4%
Females	32.1	93.4%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	27.2	78.9%	72.1%	72.2%
Masters	7.3	21.1%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.6%	9.5%	9.7%
1-5 Years Experience	10.0	29.1%	23.2%	26.3%
6-10 Years Experience	9.4	27.4%	22.7%	20.5%
11-20 Years Experience	10.4	30.3%	27.9%	27.2%
21-30 Years Experience	1.3	3.6%	13.5%	13.3%
Over 30 Years Experience	0.3	1.0%	3.2%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.7	6.1
Average Years Experience of Principals with District	5.0	6.7	5.3
Average Years Experience of Assistant Principals	6.0	6.4	5.2
Average Years Experience of Assistant Principals with District	3.0	5.1	4.4
Average Years Experience of Teachers:	10.3	11.5	11.0
Average Years Experience of Teachers with District:	5.3	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,746	$60,212	$56,516
6-10 Years Experience	$61,456	$61,624	$59,732
11-20 Years Experience	$63,413	$64,485	$63,389
21-30 Years Experience	$67,286	$69,454	$67,876
Over 30 Years Experience	$80,210	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,701	$63,500	$60,717
Professional Support	$64,161	$76,823	$72,022
Campus Administration (School Leadership)	$92,060	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.0	11.6%	7.3%	3.2%
Gifted and Talented Education	0.7	1.9%	0.9%	1.7%
Regular Education	23.8	69.2%	63.5%	70.6%
Special Education	5.9	17.2%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: WATAUGA EL

Campus Number: 220902113

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	School Year	State	District	Campus	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	2023	76%	77%	**79%**	50%	78%	85%	-	*	*	*	62%	-	82%	68%	81%	82%
	2022	76%	77%	**72%**	67%	71%	68%	-	*	-	100%	60%	*	74%	59%	70%	60%
At Meets Grade Level or Above	2023	50%	51%	**46%**	33%	47%	42%	-	*	*	*	24%	-	51%	32%	48%	51%
	2022	51%	52%	**41%**	17%	36%	52%	-	*	-	60%	10%	*	39%	53%	37%	28%
At Masters Grade Level	2023	20%	20%	**19%**	17%	18%	23%	-	*	*	*	14%	-	21%	12%	15%	20%
	2022	30%	32%	**27%**	17%	24%	35%	-	*	-	20%	10%	*	23%	47%	23%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**80%**	33%	81%	85%	-	*	*	*	62%	-	81%	76%	84%	87%
	2022	71%	72%	**73%**	50%	73%	71%	-	*	-	100%	60%	*	74%	65%	70%	70%
At Meets Grade Level or Above	2023	45%	44%	**56%**	33%	58%	46%	-	*	*	*	38%	-	59%	44%	59%	69%
	2022	43%	44%	**48%**	17%	49%	52%	-	*	-	40%	20%	*	48%	53%	44%	47%
At Masters Grade Level	2023	19%	18%	**26%**	0%	26%	31%	-	*	*	*	14%	-	29%	16%	24%	33%
	2022	21%	22%	**23%**	17%	24%	23%	-	*	-	0%	10%	*	21%	35%	22%	28%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**71%**	80%	67%	74%	-	*	-	*	50%	*	70%	72%	68%	65%
	2022	77%	79%	**72%**	*	74%	57%	-	*	*	*	45%	*	71%	76%	73%	74%
At Meets Grade Level or Above	2023	48%	50%	**41%**	40%	38%	44%	-	*	-	*	40%	*	37%	52%	34%	30%
	2022	54%	54%	**46%**	*	49%	38%	-	*	*	*	36%	*	45%	48%	47%	49%
At Masters Grade Level	2023	22%	22%	**13%**	0%	10%	19%	-	*	-	*	5%	*	14%	8%	8%	7%
	2022	28%	28%	**18%**	*	18%	19%	-	*	*	*	18%	*	18%	20%	19%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**57%**	40%	60%	56%	-	*	-	*	55%	*	59%	52%	54%	63%
	2022	70%	71%	**58%**	*	60%	57%	-	*	*	*	27%	*	60%	52%	64%	62%
At Meets Grade Level or Above	2023	48%	44%	**41%**	20%	43%	41%	-	*	-	*	45%	*	40%	44%	37%	40%
	2022	43%	42%	**31%**	*	34%	29%	-	*	*	*	9%	*	32%	28%	32%	32%
At Masters Grade Level	2023	22%	19%	**8%**	0%	10%	4%	-	*	-	*	10%	*	9%	8%	9%	7%
	2022	23%	20%	**11%**	*	12%	14%	-	*	*	*	9%	*	11%	12%	14%	11%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**73%**	*	70%	75%	-	*	*	*	44%	*	74%	71%	75%	74%
	2022	81%	84%	**73%**	40%	68%	80%	*	*	*	*	44%	*	72%	76%	70%	65%
At Meets Grade Level or Above	2023	57%	61%	**47%**	*	44%	54%	-	*	*	*	13%	*	47%	45%	48%	47%
	2022	58%	60%	**46%**	20%	45%	49%	*	*	*	*	11%	*	46%	44%	44%	42%
At Masters Grade Level	2023	28%	32%	**19%**	*	20%	17%	-	*	*	*	6%	*	21%	16%	17%	17%
	2022	36%	39%	**31%**	20%	35%	27%	*	*	*	*	11%	*	31%	32%	30%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**69%**	*	64%	71%	-	*	*	*	56%	*	69%	68%	69%	55%
	2022	77%	79%	**58%**	20%	58%	56%	*	*	*	*	33%	*	58%	56%	55%	52%
At Meets Grade Level or Above	2023	51%	51%	**30%**	*	26%	38%	-	*	*	*	19%	*	31%	29%	28%	17%
	2022	48%	48%	**20%**	0%	23%	15%	*	*	*	*	0%	*	21%	16%	19%	15%
At Masters Grade Level	2023	21%	22%	**8%**	*	9%	8%	-	*	*	*	6%	*	8%	6%	7%	4%
	2022	25%	24%	**6%**	0%	7%	2%	*	*	*	*	0%	*	7%	0%	4%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**51%**	*	44%	58%	-	*	*	*	19%	*	53%	48%	51%	34%
	2022	66%	71%	**54%**	20%	48%	66%	*	*	*	*	22%	*	51%	64%	46%	38%
At Meets Grade Level or Above	2023	36%	42%	**27%**	*	20%	33%	-	*	*	*	13%	*	22%	39%	25%	13%
	2022	38%	43%	**18%**	0%	20%	17%	*	*	*	*	22%	*	18%	16%	18%	12%
At Masters Grade Level	2023	16%	19%	**9%**	*	7%	8%	-	*	*	*	6%	*	7%	13%	8%	6%
	2022	18%	20%	**5%**	0%	6%	5%	*	*	*	*	11%	*	5%	4%	5%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**69%**	61%	67%	72%	-	100%	100%	77%	51%	33%	70%	65%	69%	66%
	2022	74%	76%	**65%**	48%	64%	66%	*	82%	80%	84%	42%	58%	66%	64%	64%	60%
At Meets Grade Level or Above	2023	49%	53%	**41%**	42%	40%	43%	-	89%	71%	41%	28%	8%	42%	40%	40%	38%
	2022	48%	50%	**35%**	18%	36%	35%	*	35%	0%	40%	16%	17%	35%	35%	34%	32%
At Masters Grade Level	2023	20%	22%	**15%**	10%	15%	16%	-	33%	29%	9%	9%	8%	16%	11%	13%	14%
	2022	23%	24%	**17%**	12%	17%	17%	*	18%	0%	12%	10%	8%	16%	19%	16%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**74%**	71%	72%	78%	-	*	*	78%	53%	40%	76%	70%	75%	74%
	2022	75%	76%	**73%**	64%	71%	71%	*	100%	*	100%	50%	60%	73%	72%	71%	67%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**32%**	20%	31%	33%	-	*	-	*	40%	*	29%	40%	25%	23%
	2022	36%	34%	**24%**	*	26%	19%	-	*	*	*	9%	*	23%	25%	24%	23%
Reading Including EOC	2023	48%	50%	**41%**	40%	38%	44%	-	*	-	*	40%	*	37%	52%	34%	30%
	2022	54%	54%	**45%**	*	49%	38%	-	*	*	*	36%	*	45%	46%	47%	49%
Math Including EOC	2023	48%	44%	**41%**	20%	43%	41%	-	*	-	*	45%	*	40%	44%	37%	40%
	2022	43%	42%	**31%**	*	34%	29%	-	*	*	*	9%	*	32%	29%	32%	32%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**25%**	*	23%	33%	-	*	*	*	13%	*	25%	26%	24%	17%
	2022	41%	41%	**19%**	0%	22%	15%	*	*	*	*	0%	*	20%	12%	18%	15%
Reading and Mathematics Including EOC	2023	43%	45%	**25%**	*	23%	33%	-	*	*	*	13%	*	25%	26%	24%	17%
	2022	41%	41%	**19%**	0%	22%	15%	*	*	*	*	0%	*	20%	12%	18%	15%
Reading Including EOC	2023	57%	61%	**47%**	*	44%	54%	-	*	*	*	13%	*	47%	45%	48%	47%
	2022	58%	60%	**46%**	20%	45%	49%	*	*	*	*	11%	*	46%	44%	44%	42%
Math Including EOC	2023	51%	51%	**30%**	*	26%	38%	-	*	*	*	19%	*	31%	29%	28%	17%
	2022	48%	48%	**20%**	0%	23%	15%	*	*	*	*	0%	*	21%	16%	19%	15%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**33%**	36%	33%	34%	-	*	*	11%	26%	0%	34%	31%	31%	30%
	2022	34%	35%	**25%**	14%	26%	25%	*	14%	*	20%	7%	20%	25%	26%	23%	21%
Reading and Mathematics Including EOC	2023	39%	41%	**33%**	36%	33%	34%	-	*	*	11%	26%	0%	34%	31%	31%	30%
	2022	36%	38%	**25%**	14%	26%	25%	*	14%	*	20%	7%	20%	25%	26%	23%	21%
Reading Including EOC	2023	53%	56%	**45%**	43%	43%	47%	-	*	*	44%	26%	0%	45%	43%	44%	43%
	2022	53%	54%	**44%**	29%	44%	47%	*	43%	*	50%	20%	20%	43%	47%	43%	40%
Math Including EOC	2023	47%	48%	**43%**	36%	43%	42%	-	*	*	22%	35%	0%	44%	38%	41%	41%
	2022	43%	46%	**32%**	14%	34%	30%	*	43%	*	30%	10%	20%	33%	30%	31%	30%

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

Texas Education Agency
2022-23 Progress (TAPR)
WATAUGA EL (220902113) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**44%**	*	44%	50%	-	*	-	*	35%	*	43%	48%	41%	45%
Grade 4 Mathematics	2023	63%	57%	**35%**	*	39%	31%	-	*	-	*	44%	*	36%	33%	36%	33%
Grade 5 ELA/Reading	2023	65%	69%	**63%**	*	63%	57%	-	*	*	*	37%	*	63%	63%	63%	67%
Grade 5 Mathematics	2023	71%	72%	**60%**	*	51%	73%	-	*	*	*	75%	*	56%	70%	57%	41%
All Grades Both Subjects	2023	64%	65%	**51%**	46%	50%	52%	-	*	*	54%	48%	38%	50%	54%	50%	47%
All Grades ELA/Reading	2023	63%	65%	**54%**	50%	54%	53%	-	*	*	57%	36%	*	53%	56%	53%	57%
All Grades Mathematics	2023	66%	66%	**48%**	43%	46%	50%	-	*	*	50%	59%	*	46%	53%	47%	38%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**14%**	*	13%	17%	-	-	-	-	0%	-	13%	14%	14%	21%
Grade 4 Mathematics	2023	27%	27%	**11%**	*	14%	*	-	-	-	-	0%	-	8%	17%	12%	20%
Grade 5 ELA/Reading	2023	37%	35%	**28%**	-	26%	33%	-	-	-	-	20%	*	27%	30%	32%	25%
Grade 5 Mathematics	2023	48%	53%	**47%**	*	39%	50%	-	*	-	*	50%	*	47%	47%	46%	23%
All Grades Both Subjects	2023	38%	40%	**30%**	*	27%	31%	-	*	-	*	22%	*	29%	33%	30%	23%
All Grades ELA/Reading	2023	35%	39%	**22%**	*	21%	27%	-	-	-	-	11%	*	22%	24%	24%	23%
All Grades Mathematics	2023	40%	41%	**36%**	*	32%	36%	-	*	-	*	32%	*	35%	39%	36%	22%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**69%**	64%	-	-	-	64%	-	66%	69%	61%	-	-	71%	65%	100%
	2022	74%	76%	**65%**	62%	-	-	-	62%	-	53%	53%	-	-	-	70%	57%	96%
At Meets Grade Level or Above	2023	49%	53%	**41%**	36%	-	-	-	36%	-	38%	47%	22%	-	-	44%	37%	88%
	2022	48%	50%	**35%**	35%	-	-	-	35%	-	20%	20%	-	-	-	38%	28%	74%
At Masters Grade Level	2023	20%	22%	**15%**	13%	-	-	-	13%	-	12%	16%	6%	-	-	16%	13%	50%
	2022	23%	24%	**17%**	16%	-	-	-	16%	-	11%	11%	-	-	-	18%	13%	48%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**74%**	74%	-	-	-	74%	-	73%	85%	56%	-	-	75%	73%	*
	2022	75%	76%	**73%**	68%	-	-	-	68%	-	62%	62%	-	-	-	77%	65%	100%
At Meets Grade Level or Above	2023	53%	56%	**45%**	41%	-	-	-	41%	-	45%	62%	22%	-	-	46%	42%	*
	2022	53%	53%	**44%**	42%	-	-	-	42%	-	32%	32%	-	-	-	48%	37%	100%
At Masters Grade Level	2023	20%	21%	**17%**	14%	-	-	-	14%	-	9%	8%	11%	-	-	19%	13%	*
	2022	25%	25%	**26%**	21%	-	-	-	21%	-	18%	18%	-	-	-	30%	17%	75%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**69%**	66%	-	-	-	66%	-	73%	77%	67%	-	-	70%	67%	*
	2022	72%	75%	**63%**	63%	-	-	-	63%	-	53%	53%	-	-	-	64%	58%	100%
At Meets Grade Level or Above	2023	45%	46%	**43%**	42%	-	-	-	42%	-	36%	46%	22%	-	-	44%	41%	*
	2022	42%	44%	**32%**	34%	-	-	-	34%	-	18%	18%	-	-	-	34%	28%	63%
At Masters Grade Level	2023	19%	18%	**15%**	15%	-	-	-	15%	-	14%	23%	0%	-	-	14%	15%	*
	2022	20%	21%	**13%**	16%	-	-	-	16%	-	9%	9%	-	-	-	11%	13%	38%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**51%**	33%	-	-	-	33%	-	17%	17%	-	-	-	66%	31%	*
	2022	76%	78%	**54%**	41%	-	-	-	41%	-	33%	33%	-	-	-	65%	31%	86%
At Meets Grade Level or Above	2023	47%	54%	**27%**	8%	-	-	-	8%	-	17%	17%	-	-	-	39%	9%	*
	2022	47%	51%	**18%**	16%	-	-	-	16%	-	0%	0%	-	-	-	23%	4%	57%
At Masters Grade Level	2023	18%	23%	**9%**	3%	-	-	-	3%	-	17%	17%	-	-	-	11%	4%	*
	2022	21%	24%	**5%**	5%	-	-	-	5%	-	0%	0%	-	-	-	6%	0%	29%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**51%**	46%	-	-	-	46%	-	50%	79%	31%	-	-	54%	47%	50%
All Grades ELA/Reading	2023	63%	65%	**54%**	58%	-	-	-	58%	-	43%	67%	28%	-	-	51%	55%	*
All Grades Mathematics	2023	66%	66%	**48%**	35%	-	-	-	35%	-	57%	92%	33%	-	-	57%	39%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**30%**	21%	-	-	-	21%	-	27%	50%	11%	-	-	38%	23%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WATAUGA EL (220902113) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**22%**	29%	-	-	-	29%	-	0%	*	*	-	-	21%	23%	-
All Grades Mathematics	2023	40%	41%	**36%**	13%	-	-	-	13%	-	44%	*	20%	-	-	50%	22%	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	99%	100%	-	100%	100%	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	**92%**	65%	95%	94%	-	75%	100%	88%	90%	100%	97%	81%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**6%**	33%	3%	6%	-	0%	0%	12%	8%	0%	1%	16%	5%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	0%	2%	0%	-	25%	0%	0%	2%	0%	1%	3%	1%	3%
Not Tested	1%	1%	**1%**	2%	1%	0%	-	0%	0%	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	2%	1%	0%	-	0%	0%	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	92%	91%	**92%**	70%	94%	93%	-	80%	*	90%	92%	100%	97%	81%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**6%**	30%	3%	7%	-	0%	*	10%	6%	0%	1%	16%	5%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	2%	0%	-	20%	*	0%	2%	0%	1%	3%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	95%	100%	100%	-	100%	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	**93%**	70%	95%	93%	-	80%	*	90%	92%	100%	97%	81%	93%	92%
Not Included in Accountability: Mobile	5%	4%	**5%**	25%	3%	7%	-	0%	*	10%	6%	0%	1%	15%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	2%	0%	-	20%	*	0%	2%	0%	1%	3%	1%	3%
Not Tested	1%	1%	**1%**	5%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	5%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	38%	96%	100%	-	*	*	80%	80%	*	97%	79%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**7%**	63%	3%	0%	-	*	*	20%	15%	*	1%	18%	6%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	*	*	0%	5%	*	1%	3%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	93%	97%	*	100%	71%	100%	93%	63%	98%	85%	96%	94%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	5%	3%	*	0%	29%	0%	7%	37%	2%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**95%**	100%	93%	97%	*	100%	*	100%	94%	63%	98%	85%	96%	93%
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	5%	3%	*	0%	*	0%	6%	38%	2%	11%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**95%**	100%	93%	97%	*	100%	*	100%	94%	63%	98%	85%	96%	93%
Not Included in Accountability: Mobile	5%	5%	**4%**	0%	5%	3%	*	0%	*	0%	6%	38%	2%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**97%**	100%	95%	100%	*	*	*	*	90%	*	99%	89%	98%	96%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	5%	0%	*	*	*	*	10%	*	1%	11%	2%	4%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.7%**	95.8%	93.6%	93.8%	*	94.8%	*	93.1%	93.7%	93.8%	94.5%
2020-21	95.0%	95.7%	**94.8%**	93.4%	94.9%	94.8%	*	95.4%	*	93.7%	94.5%	94.4%	95.7%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**19.4%**	14.3%	20.6%	16.9%	*	0.0%	33.3%	30.0%	25.0%	18.7%	16.9%
2020-21	15.0%	12.4%	**16.7%**	22.9%	15.7%	16.7%	*	11.1%	*	28.6%	20.6%	18.2%	13.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	712	100.0%	22,581	5,504,150	715	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.1%	0.7%	0.5%
Pre-Kindergarten	44	6.2%	3.9%	4.4%	44	6.2%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	44	6.2%	3.4%	3.7%	44	6.2%	3.4%	3.7%
Kindergarten	122	17.1%	6.8%	6.7%	122	17.1%	6.8%	6.7%
Grade 1	111	15.6%	6.9%	7.2%	112	15.7%	6.9%	7.2%
Grade 2	100	14.0%	7.0%	7.2%	100	14.0%	7.0%	7.2%
Grade 3	122	17.1%	7.1%	7.2%	123	17.2%	7.1%	7.1%
Grade 4	101	14.2%	7.1%	7.2%	101	14.1%	7.1%	7.1%
Grade 5	112	15.7%	7.0%	7.2%	112	15.7%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	38	5.3%	9.8%	12.8%	38	5.3%	9.8%	12.8%
Hispanic	465	65.3%	45.6%	53.0%	467	65.3%	45.6%	52.9%
White	170	23.9%	35.3%	25.6%	171	23.9%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	10	1.4%	4.5%	5.1%	10	1.4%	4.5%	5.1%
Pacific Islander	7	1.0%	0.5%	0.2%	7	1.0%	0.5%	0.2%
Two or More Races	22	3.1%	3.9%	3.0%	22	3.1%	3.9%	3.0%
Sex:								
Female	348	48.9%	48.4%	48.8%	348	48.7%	48.3%	48.8%
Male	364	51.1%	51.6%	51.2%	367	51.3%	51.7%	51.2%
Economically Disadvantaged	569	79.9%	63.5%	62.1%	570	79.7%	63.4%	62.0%
Non-Educationally Disadvantaged	143	20.1%	36.5%	37.9%	145	20.3%	36.6%	38.0%
Section 504 Students	57	8.0%	9.6%	7.4%	57	8.0%	9.5%	7.4%
EB Students/EL	301	42.3%	25.0%	23.1%	301	42.1%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.1%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	52	7.3%	7.8%	5.5%	52	7.3%	7.8%	5.5%
Foster Care	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Homeless	2	0.3%	0.8%	1.3%	2	0.3%	0.8%	1.3%
Immigrant	22	3.1%	2.0%	2.2%	22	3.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	712	100.0%	54.1%	64.6%	715	100.0%	54.1%	64.6%
Military Connected	10	1.4%	0.7%	3.6%	10	1.4%	0.7%	3.6%
At-Risk	568	79.8%	64.3%	53.3%	569	79.6%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	301	42.3%	24.8%	23.2%	301	42.1%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	27	3.8%	7.0%	8.2%	27	3.8%	7.0%	8.2%
Special Education	84	11.8%	12.6%	12.6%	87	12.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability Students with Intellectual Disabilities	36	42.9%	40.4%	44.1%				
Students with Physical Disabilities	31	36.9%	23.7%	20.0%				
Students with Autism	**	**	18.0%	15.5%				
Students with Behavioral Disabilities	9	10.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	76	12.5%	14.4%	16.8%				
By Ethnicity: African American	8	1.3%	2.6%	3.3%				
Hispanic	47	7.7%	6.0%	8.7%				
White	15	2.5%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.2%	0.4%	0.7%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	3	0.5%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	15.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	34	13.3%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	56	11.7%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	103	17.3%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	8.7%	3.0%	1.5%	20.0%	5.6%	4.5%
Grade 1	9.6%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	4.8%	1.8%	1.6%	12.5%	1.8%	2.0%
Grade 3	5.6%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.3	20.3	18.7
Grade 1	22.5	20.3	19.1
Grade 2	21.8	19.5	19.1
Grade 3	20.4	19.3	19.3
Grade 4	21.6	21.1	19.4
Grade 5	23.0	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	65.4	100.0%	100.0%	100.0%
Professional Staff:	56.4	86.1%	67.6%	64.1%
Teachers	46.8	71.5%	50.4%	48.7%
Professional Support	6.6	10.0%	11.7%	10.9%
Campus Administration (School Leadership)	3.0	4.6%	3.2%	3.3%
Educational Aides:	9.1	13.9%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	25.7	39.3%	31.1%	53.2%
Teachers by Ethnicity:				
African American	2.2	4.7%	5.0%	11.8%
Hispanic	15.9	33.9%	16.0%	29.6%
White	28.6	61.2%	75.3%	54.9%
American Indian	0.1	0.3%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	3.0	6.4%	23.2%	24.4%
Females	43.8	93.6%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	33.0	70.6%	72.1%	72.2%
Masters	13.8	29.4%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.0	14.9%	9.5%	9.7%
1-5 Years Experience	6.2	13.2%	23.2%	26.3%
6-10 Years Experience	11.0	23.5%	22.7%	20.5%
11-20 Years Experience	16.2	34.6%	27.9%	27.2%
21-30 Years Experience	5.1	10.9%	13.5%	13.3%
Over 30 Years Experience	1.3	2.8%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
WATAUGA EL (220902113) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.2	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.7	6.1
Average Years Experience of Principals with District	6.0	6.7	5.3
Average Years Experience of Assistant Principals	3.0	6.4	5.2
Average Years Experience of Assistant Principals with District	3.0	5.1	4.4
Average Years Experience of Teachers:	11.9	11.5	11.0
Average Years Experience of Teachers with District:	8.2	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,988	$59,919	$53,300
1-5 Years Experience	$59,572	$60,212	$56,516
6-10 Years Experience	$61,095	$61,624	$59,732
11-20 Years Experience	$63,744	$64,485	$63,389
21-30 Years Experience	$67,915	$69,454	$67,876
Over 30 Years Experience	$78,951	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,752	$63,500	$60,717
Professional Support	$67,328	$76,823	$72,022
Campus Administration (School Leadership)	$82,899	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	13.6	29.1%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.1	8.7%	7.3%	3.2%
Gifted and Talented Education	0.6	1.2%	0.9%	1.7%
Regular Education	25.0	53.5%	63.5%	70.6%
Special Education	3.5	7.5%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: GRACE E HARDEMAN EL

Campus Number: 220902114

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**87%**	78%	88%	88%	-	100%	*	*	75%	*	85%	93%	82%	100%
	2022	76%	77%	**86%**	90%	87%	83%	-	82%	*	100%	63%	*	85%	88%	85%	94%
At Meets Grade Level or Above	2023	50%	51%	**64%**	44%	56%	73%	-	100%	*	*	56%	*	63%	67%	59%	100%
	2022	51%	52%	**59%**	60%	50%	57%	-	82%	*	80%	29%	*	60%	56%	56%	72%
At Masters Grade Level	2023	20%	20%	**26%**	11%	8%	36%	-	80%	*	*	13%	*	21%	47%	18%	17%
	2022	30%	32%	**33%**	40%	20%	31%	-	55%	*	60%	8%	*	36%	24%	31%	39%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**90%**	78%	84%	94%	-	100%	*	*	88%	*	89%	93%	86%	100%
	2022	71%	72%	**82%**	80%	93%	74%	-	82%	*	100%	54%	*	82%	83%	85%	94%
At Meets Grade Level or Above	2023	45%	44%	**62%**	22%	56%	79%	-	100%	*	*	69%	*	61%	67%	57%	83%
	2022	43%	44%	**56%**	60%	60%	44%	-	73%	*	80%	38%	*	57%	54%	52%	78%
At Masters Grade Level	2023	19%	18%	**29%**	0%	20%	39%	-	80%	*	*	13%	*	26%	40%	20%	17%
	2022	21%	22%	**31%**	40%	20%	29%	-	36%	*	80%	17%	*	28%	38%	25%	39%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**86%**	100%	87%	79%	-	*	*	*	59%	*	87%	85%	86%	80%
	2022	77%	79%	**79%**	89%	64%	80%	-	100%	*	80%	44%	-	79%	81%	74%	87%
At Meets Grade Level or Above	2023	48%	50%	**58%**	50%	53%	62%	-	*	*	*	35%	*	60%	54%	52%	60%
	2022	54%	54%	**56%**	22%	48%	59%	-	69%	*	80%	22%	-	56%	56%	52%	65%
At Masters Grade Level	2023	22%	22%	**23%**	17%	20%	24%	-	*	*	*	6%	*	27%	15%	17%	40%
	2022	28%	28%	**27%**	0%	24%	32%	-	38%	*	20%	0%	-	26%	30%	20%	35%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**72%**	83%	77%	61%	-	*	*	*	35%	*	69%	80%	66%	90%
	2022	70%	71%	**69%**	67%	56%	71%	-	92%	*	60%	56%	-	70%	68%	63%	70%
At Meets Grade Level or Above	2023	48%	44%	**49%**	50%	50%	39%	-	*	*	*	29%	*	51%	44%	39%	70%
	2022	43%	42%	**42%**	11%	36%	42%	-	69%	*	40%	33%	-	43%	39%	33%	39%
At Masters Grade Level	2023	22%	19%	**18%**	0%	17%	21%	-	*	*	*	6%	*	14%	28%	12%	30%
	2022	23%	20%	**24%**	0%	16%	24%	-	54%	*	40%	6%	-	27%	18%	19%	30%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**84%**	63%	72%	91%	-	100%	*	*	48%	-	87%	76%	81%	71%
	2022	81%	84%	**89%**	100%	93%	93%	-	81%	*	75%	67%	*	89%	90%	89%	85%
At Meets Grade Level or Above	2023	57%	61%	**73%**	38%	68%	77%	-	100%	*	*	33%	-	75%	68%	72%	71%
	2022	58%	60%	**71%**	67%	66%	85%	-	56%	*	63%	40%	*	71%	72%	70%	65%
At Masters Grade Level	2023	28%	32%	**43%**	25%	36%	46%	-	71%	*	*	0%	-	45%	36%	40%	50%
	2022	36%	39%	**44%**	33%	34%	51%	-	44%	*	50%	13%	*	46%	38%	39%	45%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**87%**	75%	76%	92%	-	100%	*	*	71%	-	88%	85%	83%	86%
	2022	77%	79%	**94%**	83%	97%	95%	-	94%	*	88%	80%	*	94%	93%	93%	95%
At Meets Grade Level or Above	2023	51%	51%	**76%**	63%	60%	81%	-	100%	*	*	52%	-	77%	73%	74%	64%
	2022	48%	48%	**67%**	50%	62%	80%	-	63%	*	50%	47%	*	69%	62%	69%	70%
At Masters Grade Level	2023	21%	22%	**44%**	25%	28%	42%	-	100%	*	*	10%	-	48%	35%	43%	50%
	2022	25%	24%	**37%**	33%	28%	44%	-	44%	*	25%	0%	*	40%	28%	33%	50%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**83%**	75%	72%	86%	-	100%	*	*	48%	-	84%	80%	79%	71%
	2022	66%	71%	**84%**	67%	93%	93%	-	63%	*	75%	53%	*	89%	72%	80%	70%
At Meets Grade Level or Above	2023	36%	42%	**59%**	25%	48%	66%	-	100%	*	*	33%	-	60%	56%	51%	50%
	2022	38%	43%	**62%**	50%	55%	80%	-	44%	*	50%	27%	*	64%	59%	56%	55%
At Masters Grade Level	2023	16%	19%	**29%**	0%	12%	34%	-	86%	*	*	5%	-	29%	28%	21%	36%
	2022	18%	20%	**37%**	0%	21%	54%	-	31%	*	50%	20%	*	39%	31%	31%	35%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**84%**	78%	79%	85%	-	100%	100%	96%	60%	75%	84%	83%	81%	82%
	2022	74%	76%	**84%**	82%	84%	84%	-	84%	57%	82%	59%	100%	84%	82%	81%	85%
At Meets Grade Level or Above	2023	49%	53%	**63%**	41%	56%	68%	-	100%	56%	58%	43%	38%	64%	61%	59%	68%
	2022	48%	50%	**59%**	45%	54%	64%	-	64%	29%	61%	33%	80%	60%	57%	55%	63%
At Masters Grade Level	2023	20%	22%	**30%**	11%	20%	35%	-	82%	33%	25%	7%	0%	30%	31%	25%	38%
	2022	23%	24%	**33%**	21%	23%	38%	-	43%	0%	45%	9%	40%	35%	29%	28%	39%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**86%**	78%	83%	86%	-	100%	*	90%	59%	*	86%	83%	83%	80%
	2022	75%	76%	**85%**	92%	82%	85%	-	88%	*	83%	58%	*	84%	86%	83%	89%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**65%**	43%	59%	71%	-	100%	*	50%	41%	*	66%	62%	62%	73%
	2022	53%	53%	**62%**	48%	55%	68%	-	68%	*	72%	30%	*	62%	62%	59%	67%
At Masters Grade Level	2023	20%	21%	**31%**	17%	21%	35%	-	75%	*	20%	6%	*	31%	30%	26%	40%
	2022	25%	25%	**34%**	24%	26%	38%	-	45%	*	44%	7%	*	36%	31%	30%	39%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**83%**	78%	79%	82%	-	100%	*	100%	65%	*	82%	85%	79%	90%
	2022	72%	75%	**82%**	76%	83%	80%	-	90%	*	83%	61%	*	82%	81%	80%	85%
At Meets Grade Level or Above	2023	45%	46%	**63%**	43%	55%	67%	-	100%	*	70%	50%	*	63%	61%	58%	70%
	2022	42%	44%	**55%**	40%	54%	56%	-	68%	*	56%	39%	*	56%	52%	51%	61%
At Masters Grade Level	2023	19%	18%	**31%**	9%	21%	34%	-	88%	*	30%	9%	*	30%	33%	27%	37%
	2022	20%	21%	**31%**	24%	21%	33%	-	45%	*	44%	9%	*	32%	27%	26%	39%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**83%**	75%	72%	86%	-	100%	*	*	48%	-	84%	80%	79%	71%
	2022	76%	78%	**84%**	67%	93%	93%	-	63%	*	75%	53%	*	89%	72%	80%	70%
At Meets Grade Level or Above	2023	47%	54%	**59%**	25%	48%	66%	-	100%	*	*	33%	-	60%	56%	51%	50%
	2022	47%	51%	**62%**	50%	55%	80%	-	44%	*	50%	27%	*	64%	59%	56%	55%
At Masters Grade Level	2023	18%	23%	**29%**	0%	12%	34%	-	86%	*	*	5%	-	29%	28%	21%	36%
	2022	21%	24%	**37%**	0%	21%	54%	-	31%	*	50%	20%	*	39%	31%	31%	35%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**53%**	11%	48%	67%	-	100%	*	*	56%	*	52%	60%	48%	83%
	2022	36%	38%	**48%**	60%	37%	46%	-	73%	*	60%	25%	*	49%	44%	42%	61%
Reading and Mathematics Including EOC	2023	37%	37%	**53%**	11%	48%	67%	-	100%	*	*	56%	*	52%	60%	48%	83%
	2022	36%	38%	**48%**	60%	37%	46%	-	73%	*	60%	25%	*	49%	44%	42%	61%
Reading Including EOC	2023	50%	51%	**64%**	44%	56%	73%	-	100%	*	*	56%	*	63%	67%	59%	100%
	2022	51%	52%	**59%**	60%	50%	57%	-	82%	*	80%	29%	*	60%	56%	56%	72%
Math Including EOC	2023	45%	44%	**62%**	22%	56%	79%	-	100%	*	*	69%	*	61%	67%	57%	83%
	2022	43%	45%	**57%**	60%	60%	46%	-	73%	*	80%	38%	*	57%	56%	52%	78%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**41%**	33%	40%	38%	-	*	*	*	18%	*	44%	35%	36%	60%
	2022	36%	34%	**36%**	11%	28%	39%	-	54%	*	40%	22%	-	40%	26%	31%	35%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**41%**	33%	40%	38%	-	*	*	*	18%	*	44%	35%	36%	60%
	2022	36%	34%	**36%**	11%	28%	39%	-	54%	*	40%	22%	-	40%	26%	31%	35%
Reading Including EOC	2023	48%	50%	**58%**	50%	53%	62%	-	*	*	*	35%	*	60%	54%	52%	60%
	2022	54%	54%	**56%**	22%	48%	59%	-	69%	*	80%	22%	-	56%	56%	52%	65%
Math Including EOC	2023	48%	44%	**50%**	50%	50%	41%	-	*	*	*	29%	*	52%	46%	40%	70%
	2022	43%	42%	**41%**	11%	36%	41%	-	69%	*	40%	33%	-	43%	37%	33%	39%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**64%**	25%	56%	69%	-	100%	*	*	33%	-	65%	60%	62%	64%
	2022	41%	41%	**63%**	50%	55%	78%	-	56%	*	50%	40%	*	64%	62%	67%	65%
Reading and Mathematics Including EOC	2023	43%	45%	**64%**	25%	56%	69%	-	100%	*	*	33%	-	65%	60%	62%	64%
	2022	41%	41%	**63%**	50%	55%	78%	-	56%	*	50%	40%	*	64%	62%	67%	65%
Reading Including EOC	2023	57%	61%	**73%**	38%	68%	77%	-	100%	*	*	33%	-	75%	68%	72%	71%
	2022	58%	60%	**71%**	67%	66%	85%	-	56%	*	63%	40%	*	71%	72%	70%	65%
Math Including EOC	2023	51%	51%	**75%**	63%	60%	80%	-	100%	*	*	52%	-	76%	72%	74%	64%
	2022	48%	48%	**67%**	50%	62%	80%	-	63%	*	50%	47%	*	69%	62%	69%	70%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**53%**	22%	48%	58%	-	100%	*	50%	35%	*	54%	50%	50%	67%
	2022	34%	35%	**49%**	40%	40%	54%	-	60%	*	50%	28%	*	51%	44%	47%	52%
Reading and Mathematics Including EOC	2023	39%	41%	**53%**	22%	48%	58%	-	100%	*	50%	35%	*	54%	50%	50%	67%
	2022	36%	38%	**49%**	40%	40%	54%	-	60%	*	50%	28%	*	51%	44%	47%	52%
Reading Including EOC	2023	53%	56%	**65%**	43%	59%	71%	-	100%	*	50%	41%	*	66%	62%	62%	73%
	2022	53%	54%	**62%**	48%	55%	68%	-	68%	*	72%	30%	*	62%	62%	59%	67%
Math Including EOC	2023	47%	48%	**63%**	43%	55%	67%	-	100%	*	70%	50%	*	63%	61%	58%	70%
	2022	43%	46%	**55%**	40%	54%	56%	-	68%	*	56%	39%	*	56%	52%	51%	61%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**60%**	25%	62%	64%	-	*	*	*	47%	*	62%	56%	60%	75%
Grade 4 Mathematics	2023	63%	57%	**53%**	42%	53%	53%	-	*	*	*	56%	*	46%	67%	50%	65%
Grade 5 ELA/Reading	2023	65%	69%	**79%**	50%	74%	81%	-	100%	*	*	66%	-	77%	83%	76%	69%
Grade 5 Mathematics	2023	71%	72%	**88%**	63%	91%	88%	-	100%	*	*	79%	-	90%	84%	92%	100%
All Grades Both Subjects	2023	64%	65%	**70%**	46%	68%	72%	-	100%	*	61%	63%	*	69%	72%	71%	78%
All Grades ELA/Reading	2023	63%	65%	**69%**	39%	67%	73%	-	100%	*	64%	57%	*	69%	69%	69%	72%
All Grades Mathematics	2023	66%	66%	**71%**	54%	70%	71%	-	100%	*	57%	68%	*	69%	76%	73%	85%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**20%**	-	40%	0%	-	-	-	-	13%	-	29%	*	33%	*
Grade 4 Mathematics	2023	27%	27%	**21%**	*	*	0%	-	-	*	-	0%	-	0%	50%	38%	*
Grade 5 ELA/Reading	2023	37%	35%	**41%**	*	38%	50%	-	-	-	*	36%	-	50%	29%	38%	*
Grade 5 Mathematics	2023	48%	53%	**65%**	*	55%	78%	-	-	-	*	58%	-	71%	56%	59%	80%
All Grades Both Subjects	2023	38%	40%	**42%**	33%	44%	36%	-	-	*	*	31%	-	44%	40%	45%	55%
All Grades ELA/Reading	2023	35%	39%	**33%**	*	38%	27%	-	-	-	*	27%	-	41%	20%	37%	*
All Grades Mathematics	2023	40%	41%	**49%**	*	50%	41%	-	-	*	*	35%	-	45%	53%	52%	86%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**84%**	-	-	-	-	-	-	83%	83%	-	-	-	84%	83%	81%
	2022	74%	76%	**84%**	-	-	-	-	-	-	83%	83%	-	100%	-	83%	83%	100%
At Meets Grade Level or Above	2023	49%	53%	**63%**	-	-	-	-	-	-	64%	64%	-	-	-	62%	64%	81%
	2022	48%	50%	**59%**	-	-	-	-	-	-	60%	60%	-	94%	-	58%	60%	100%
At Masters Grade Level	2023	20%	22%	**30%**	-	-	-	-	-	-	28%	28%	-	-	-	29%	28%	75%
	2022	23%	24%	**33%**	-	-	-	-	-	-	35%	35%	-	72%	-	32%	36%	80%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**86%**	-	-	-	-	-	-	79%	79%	-	-	-	86%	79%	83%
	2022	75%	76%	**85%**	-	-	-	-	-	-	88%	88%	-	100%	-	84%	88%	*
At Meets Grade Level or Above	2023	53%	56%	**65%**	-	-	-	-	-	-	71%	71%	-	-	-	63%	71%	83%
	2022	53%	53%	**62%**	-	-	-	-	-	-	66%	66%	-	100%	-	61%	65%	*
At Masters Grade Level	2023	20%	21%	**31%**	-	-	-	-	-	-	29%	29%	-	-	-	29%	29%	83%
	2022	25%	25%	**34%**	-	-	-	-	-	-	38%	38%	-	83%	-	33%	37%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**83%**	-	-	-	-	-	-	92%	92%	-	-	-	82%	92%	83%
	2022	72%	75%	**82%**	-	-	-	-	-	-	84%	84%	-	100%	-	81%	84%	*
At Meets Grade Level or Above	2023	45%	46%	**63%**	-	-	-	-	-	-	67%	67%	-	-	-	61%	67%	83%
	2022	42%	44%	**55%**	-	-	-	-	-	-	57%	57%	-	100%	-	54%	58%	*
At Masters Grade Level	2023	19%	18%	**31%**	-	-	-	-	-	-	29%	29%	-	-	-	30%	29%	67%
	2022	20%	21%	**31%**	-	-	-	-	-	-	34%	34%	-	67%	-	28%	35%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**83%**	-	-	-	-	-	-	70%	70%	-	-	-	85%	70%	*
	2022	76%	78%	**84%**	-	-	-	-	-	-	67%	67%	-	100%	-	88%	67%	*
At Meets Grade Level or Above	2023	47%	54%	**59%**	-	-	-	-	-	-	40%	40%	-	-	-	61%	40%	*
	2022	47%	51%	**62%**	-	-	-	-	-	-	50%	50%	-	83%	-	64%	50%	*
At Masters Grade Level	2023	18%	23%	**29%**	-	-	-	-	-	-	20%	20%	-	-	-	27%	20%	*
	2022	21%	24%	**37%**	-	-	-	-	-	-	33%	33%	-	67%	-	37%	33%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**70%**	-	-	-	-	-	-	75%	75%	-	-	-	69%	75%	90%
All Grades ELA/Reading	2023	63%	65%	**69%**	-	-	-	-	-	-	64%	64%	-	-	-	69%	64%	100%
All Grades Mathematics	2023	66%	66%	**71%**	-	-	-	-	-	-	86%	86%	-	-	-	69%	86%	80%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**42%**	-	-	-	-	-	-	55%	55%	-	-	-	40%	55%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GRACE E HARDEMAN EL (220902114) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**33%**	-	-	-	-	-	-	*	*	-	-	-	39%	*	-
All Grades Mathematics	2023	40%	41%	**49%**	-	-	-	-	-	-	86%	86%	-	-	-	40%	86%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**85%**	81%	93%	90%	-	53%	100%	83%	92%	47%	87%	82%	84%	58%
Not Included in Accountability: Mobile	4%	4%	**7%**	12%	6%	7%	-	3%	0%	17%	4%	53%	3%	18%	6%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**8%**	7%	2%	3%	-	44%	0%	0%	4%	0%	11%	0%	10%	39%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**85%**	79%	92%	90%	-	53%	*	83%	92%	50%	87%	81%	84%	58%
Not Included in Accountability: Mobile	4%	4%	**7%**	14%	7%	6%	-	3%	*	17%	5%	50%	3%	19%	7%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**7%**	7%	1%	4%	-	43%	*	0%	3%	0%	10%	0%	10%	38%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**85%**	79%	92%	90%	-	53%	*	83%	92%	50%	87%	81%	84%	58%
Not Included in Accountability: Mobile	5%	4%	**7%**	14%	7%	6%	-	3%	*	17%	5%	50%	3%	19%	7%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**7%**	7%	1%	4%	-	43%	*	0%	3%	0%	10%	0%	10%	38%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**84%**	89%	96%	85%	-	54%	*	80%	95%	*	83%	86%	83%	61%
Not Included in Accountability: Mobile	4%	4%	**6%**	0%	0%	12%	-	0%	*	20%	0%	*	3%	14%	5%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**9%**	11%	4%	2%	-	46%	*	0%	5%	*	14%	0%	13%	39%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	92%	95%	96%	-	100%	100%	88%	98%	63%	99%	87%	96%	98%
Not Included in Accountability: Mobile	5%	4%	**5%**	8%	5%	4%	-	0%	0%	12%	2%	38%	1%	13%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	93%	95%	96%	-	100%	*	90%	98%	*	99%	88%	96%	98%
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	5%	4%	-	0%	*	10%	2%	*	1%	12%	4%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	93%	95%	96%	-	100%	*	90%	98%	*	99%	88%	96%	98%
Not Included in Accountability: Mobile	5%	5%	**4%**	7%	5%	4%	-	0%	*	10%	2%	*	1%	12%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	86%	94%	95%	-	100%	*	80%	94%	*	99%	83%	93%	95%
Not Included in Accountability: Mobile	4%	4%	**6%**	14%	6%	5%	-	0%	*	20%	6%	*	1%	17%	7%	5%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.2%**	93.7%	93.9%	93.9%	-	97.2%	*	93.7%	92.7%	93.7%	96.2%
2020-21	95.0%	95.7%	**96.6%**	95.0%	96.3%	97.1%	*	97.0%	93.9%	96.3%	96.0%	96.1%	97.1%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**17.0%**	26.4%	16.7%	18.0%	-	3.3%	0.0%	25.8%	21.3%	19.6%	4.9%
2020-21	15.0%	12.4%	**8.0%**	10.0%	10.3%	5.4%	*	5.6%	25.0%	11.1%	5.5%	10.6%	6.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	597	100.0%	22,581	5,504,150	600	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	3	0.5%	0.7%	0.5%
Pre-Kindergarten	44	7.4%	3.9%	4.4%	44	7.3%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	1	0.2%	0.5%	0.7%	1	0.2%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	43	7.2%	3.4%	3.7%	43	7.2%	3.4%	3.7%
Kindergarten	90	15.1%	6.8%	6.7%	90	15.0%	6.8%	6.7%
Grade 1	102	17.1%	6.9%	7.2%	102	17.0%	6.9%	7.2%
Grade 2	88	14.7%	7.0%	7.2%	88	14.7%	7.0%	7.2%
Grade 3	85	14.2%	7.1%	7.2%	85	14.2%	7.1%	7.1%
Grade 4	95	15.9%	7.1%	7.2%	95	15.8%	7.1%	7.1%
Grade 5	93	15.6%	7.0%	7.2%	93	15.5%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	48	8.0%	9.8%	12.8%	48	8.0%	9.8%	12.8%
Hispanic	189	31.7%	45.6%	53.0%	190	31.7%	45.6%	52.9%
White	268	44.9%	35.3%	25.6%	269	44.8%	35.4%	25.7%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	62	10.4%	4.5%	5.1%	62	10.3%	4.5%	5.1%
Pacific Islander	8	1.3%	0.5%	0.2%	8	1.3%	0.5%	0.2%
Two or More Races	21	3.5%	3.9%	3.0%	22	3.7%	3.9%	3.0%
Sex:								
Female	292	48.9%	48.4%	48.8%	294	49.0%	48.3%	48.8%
Male	305	51.1%	51.6%	51.2%	306	51.0%	51.7%	51.2%
Economically Disadvantaged	381	63.8%	63.5%	62.1%	382	63.7%	63.4%	62.0%
Non-Educationally Disadvantaged	216	36.2%	36.5%	37.9%	218	36.3%	36.6%	38.0%
Section 504 Students	40	6.7%	9.6%	7.4%	40	6.7%	9.5%	7.4%
EB Students/EL	116	19.4%	25.0%	23.1%	116	19.3%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	38	6.4%	7.8%	5.5%	38	6.3%	7.8%	5.5%
Foster Care	5	0.8%	0.2%	0.2%	5	0.8%	0.2%	0.2%
Homeless	4	0.7%	0.8%	1.3%	4	0.7%	0.8%	1.3%
Immigrant	3	0.5%	2.0%	2.2%	3	0.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	597	100.0%	54.1%	64.6%	600	100.0%	54.1%	64.6%
Military Connected	6	1.0%	0.7%	3.6%	6	1.0%	0.7%	3.6%
At-Risk	414	69.3%	64.3%	53.3%	414	69.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	116	19.4%	24.8%	23.2%	116	19.3%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	24	4.0%	7.0%	8.2%	24	4.0%	7.0%	8.2%
Special Education	109	18.3%	12.6%	12.6%	112	18.7%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	109							
By Type of Primary Disability Students with Intellectual Disabilities	41	37.6%	40.4%	44.1%				
Students with Physical Disabilities	34	31.2%	23.7%	20.0%				
Students with Autism	20	18.3%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	71	13.3%	14.4%	16.8%				
By Ethnicity: African American	10	1.9%	2.6%	3.3%				
Hispanic	20	3.8%	6.0%	8.7%				
White	24	4.5%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	7	1.3%	0.4%	0.7%				
Pacific Islander	2	0.4%	0.1%	0.0%				
Two or More Races	8	1.5%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	8.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	11	10.7%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	39	12.3%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	97	19.1%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	10.1%	3.7%	2.5%	6.7%	3.6%	3.6%
Grade 2	5.8%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.0	20.3	18.7
Grade 1	19.4	20.3	19.1
Grade 2	20.8	19.5	19.1
Grade 3	20.3	19.3	19.3
Grade 4	21.8	21.1	19.4
Grade 5	21.9	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	64.0	100.0%	100.0%	100.0%
Professional Staff:	47.8	74.7%	67.6%	64.1%
Teachers	39.5	61.7%	50.4%	48.7%
Professional Support	6.3	9.9%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.1%	3.2%	3.3%
Educational Aides:	16.2	25.3%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	6.2	9.7%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	2.5%	5.0%	11.8%
Hispanic	1.5	3.7%	16.0%	29.6%
White	35.7	90.4%	75.3%	54.9%
American Indian	0.1	0.3%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.2	3.0%	1.5%	1.2%
Teachers by Sex:				
Males	4.0	10.1%	23.2%	24.4%
Females	35.5	89.9%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	34.0	86.1%	72.1%	72.2%
Masters	5.5	13.9%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.8	9.7%	9.5%	9.7%
1-5 Years Experience	8.0	20.3%	23.2%	26.3%
6-10 Years Experience	9.3	23.7%	22.7%	20.5%
11-20 Years Experience	10.2	25.8%	27.9%	27.2%
21-30 Years Experience	7.9	20.1%	13.5%	13.3%
Over 30 Years Experience	0.2	0.5%	3.2%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.7	6.1
Average Years Experience of Principals with District	5.0	6.7	5.3
Average Years Experience of Assistant Principals	11.0	6.4	5.2
Average Years Experience of Assistant Principals with District	11.0	5.1	4.4
Average Years Experience of Teachers:	12.6	11.5	11.0
Average Years Experience of Teachers with District:	8.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,673	$59,919	$53,300
1-5 Years Experience	$59,587	$60,212	$56,516
6-10 Years Experience	$62,871	$61,624	$59,732
11-20 Years Experience	$63,120	$64,485	$63,389
21-30 Years Experience	$72,516	$69,454	$67,876
Over 30 Years Experience	$81,155	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,897	$63,500	$60,717
Professional Support	$69,755	$76,823	$72,022
Campus Administration (School Leadership)	$91,292	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.9	12.3%	7.3%	3.2%
Gifted and Talented Education	0.6	1.5%	0.9%	1.7%
Regular Education	27.9	70.7%	63.5%	70.6%
Special Education	6.1	15.5%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: W A PORTER EL

Campus Number: 220902115

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**89%**	*	100%	89%	-	80%	-	*	71%	*	88%	92%	93%	*
	2022	76%	77%	**89%**	*	63%	91%	*	100%	*	*	64%	*	89%	89%	80%	*
At Meets Grade Level or Above	2023	50%	51%	**71%**	*	90%	74%	-	40%	-	*	36%	*	72%	69%	80%	*
	2022	51%	52%	**73%**	*	38%	75%	*	100%	*	*	43%	*	72%	78%	60%	*
At Masters Grade Level	2023	20%	20%	**38%**	*	40%	43%	-	0%	-	*	14%	*	37%	38%	40%	*
	2022	30%	32%	**49%**	*	0%	55%	*	60%	*	*	21%	*	49%	56%	33%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**95%**	*	100%	95%	-	100%	-	*	69%	*	94%	100%	100%	*
	2022	71%	72%	**89%**	*	63%	91%	*	100%	*	*	57%	*	88%	100%	87%	*
At Meets Grade Level or Above	2023	45%	44%	**73%**	*	80%	76%	-	60%	-	*	54%	*	72%	75%	73%	*
	2022	43%	44%	**71%**	*	38%	72%	*	80%	*	*	36%	*	70%	78%	67%	*
At Masters Grade Level	2023	19%	18%	**44%**	*	40%	48%	-	40%	-	*	15%	*	45%	42%	40%	*
	2022	21%	22%	**46%**	*	13%	54%	*	60%	*	*	29%	*	46%	44%	47%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**92%**	*	75%	93%	*	*	*	*	75%	*	90%	100%	100%	*
	2022	77%	79%	**87%**	*	75%	90%	-	83%	-	*	56%	*	91%	76%	72%	*
At Meets Grade Level or Above	2023	48%	50%	**70%**	*	25%	75%	*	*	*	*	31%	*	71%	67%	62%	*
	2022	54%	54%	**72%**	*	67%	73%	-	83%	-	*	44%	*	73%	71%	61%	*
At Masters Grade Level	2023	22%	22%	**43%**	*	0%	49%	*	*	*	*	13%	*	46%	33%	31%	*
	2022	28%	28%	**39%**	*	33%	39%	-	50%	-	*	11%	*	38%	43%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**82%**	*	50%	84%	*	*	*	*	50%	*	82%	83%	77%	*
	2022	70%	71%	**83%**	*	75%	82%	-	100%	-	*	56%	*	87%	71%	61%	*
At Meets Grade Level or Above	2023	48%	44%	**65%**	*	38%	69%	*	*	*	*	25%	*	68%	56%	62%	*
	2022	43%	42%	**43%**	*	42%	45%	-	50%	-	*	22%	*	42%	48%	22%	*
At Masters Grade Level	2023	22%	19%	**37%**	*	0%	41%	*	*	*	*	19%	*	37%	39%	38%	*
	2022	23%	20%	**29%**	*	25%	31%	-	17%	-	*	11%	*	31%	24%	22%	*
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**96%**	*	92%	96%	-	*	-	*	60%	*	95%	100%	88%	*
	2022	81%	84%	**88%**	*	85%	90%	-	*	-	*	23%	*	88%	89%	60%	*
At Meets Grade Level or Above	2023	57%	61%	**81%**	*	83%	79%	-	*	-	*	40%	*	77%	100%	71%	*
	2022	58%	60%	**78%**	*	54%	84%	-	*	-	*	15%	*	78%	78%	50%	*
At Masters Grade Level	2023	28%	32%	**51%**	*	67%	47%	-	*	-	*	40%	*	52%	46%	29%	*
	2022	36%	39%	**55%**	*	38%	56%	-	*	-	*	15%	*	52%	67%	30%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**93%**	*	92%	92%	-	*	-	*	60%	*	92%	100%	88%	*
	2022	77%	79%	**86%**	*	77%	88%	-	*	-	*	15%	*	86%	83%	50%	*
At Meets Grade Level or Above	2023	51%	51%	**68%**	*	75%	67%	-	*	-	*	60%	*	66%	77%	59%	*
	2022	48%	48%	**60%**	*	38%	66%	-	*	-	*	15%	*	63%	50%	10%	*
At Masters Grade Level	2023	21%	22%	**34%**	*	33%	33%	-	*	-	*	20%	*	31%	46%	18%	*
	2022	25%	24%	**23%**	*	15%	25%	-	*	-	*	8%	*	25%	17%	0%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**87%**	*	83%	87%	-	*	-	*	60%	*	85%	92%	82%	*
	2022	66%	71%	**87%**	*	92%	87%	-	*	-	*	31%	*	86%	89%	50%	*
At Meets Grade Level or Above	2023	36%	42%	**56%**	*	58%	57%	-	*	-	*	40%	*	55%	62%	41%	*
	2022	38%	43%	**65%**	*	62%	65%	-	*	-	*	8%	*	66%	61%	40%	*
At Masters Grade Level	2023	16%	19%	**20%**	*	17%	23%	-	*	-	*	20%	*	21%	15%	24%	*
	2022	18%	20%	**41%**	*	46%	40%	-	*	-	*	8%	*	42%	33%	20%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	73%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	39%	42%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	16%	16%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**90%**	95%	86%	91%	*	93%	*	91%	65%	88%	89%	95%	90%	100%
	2022	74%	76%	**87%**	76%	77%	89%	*	88%	*	100%	42%	95%	88%	83%	68%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**69%**	53%	67%	71%	*	75%	*	52%	38%	69%	69%	71%	64%	73%
	2022	48%	50%	**66%**	38%	49%	69%	*	76%	*	81%	26%	63%	67%	64%	46%	52%
At Masters Grade Level	2023	20%	22%	**38%**	21%	31%	41%	*	39%	*	26%	18%	31%	38%	37%	31%	40%
	2022	23%	24%	**41%**	19%	27%	44%	*	44%	*	57%	15%	32%	41%	39%	25%	38%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**92%**	100%	90%	92%	*	92%	*	90%	71%	91%	91%	98%	93%	100%
	2022	75%	76%	**88%**	78%	76%	90%	*	87%	*	100%	47%	100%	89%	83%	72%	67%
At Meets Grade Level or Above	2023	53%	56%	**74%**	75%	70%	76%	*	75%	*	60%	34%	82%	73%	77%	71%	71%
	2022	53%	53%	**75%**	44%	55%	78%	*	87%	*	100%	33%	88%	75%	75%	58%	56%
At Masters Grade Level	2023	20%	21%	**44%**	38%	40%	46%	*	33%	*	30%	17%	18%	45%	39%	33%	43%
	2022	25%	25%	**48%**	22%	27%	51%	*	60%	*	89%	17%	25%	47%	54%	26%	44%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**90%**	88%	83%	90%	*	100%	*	90%	59%	82%	89%	93%	89%	100%
	2022	72%	75%	**86%**	78%	73%	88%	*	93%	*	100%	42%	88%	87%	81%	67%	78%
At Meets Grade Level or Above	2023	45%	46%	**68%**	50%	67%	71%	*	75%	*	40%	41%	64%	69%	67%	64%	86%
	2022	42%	44%	**59%**	22%	39%	63%	*	67%	*	67%	25%	50%	60%	54%	35%	56%
At Masters Grade Level	2023	19%	18%	**38%**	13%	27%	41%	*	58%	*	20%	18%	45%	37%	42%	31%	43%
	2022	20%	21%	**33%**	11%	18%	38%	*	33%	*	22%	17%	38%	35%	25%	26%	44%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**87%**	*	83%	87%	-	*	-	*	60%	*	85%	92%	82%	*
	2022	76%	78%	**87%**	*	92%	87%	-	*	-	*	31%	*	86%	89%	50%	*
At Meets Grade Level or Above	2023	47%	54%	**56%**	*	58%	57%	-	*	-	*	40%	*	55%	62%	41%	*
	2022	47%	51%	**65%**	*	62%	65%	-	*	-	*	8%	*	66%	61%	40%	*
At Masters Grade Level	2023	18%	23%	**20%**	*	17%	23%	-	*	-	*	20%	*	21%	15%	24%	*
	2022	21%	24%	**41%**	*	46%	40%	-	*	-	*	8%	*	42%	33%	20%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**63%**	*	80%	66%	-	40%	-	*	38%	*	61%	75%	60%	*
	2022	36%	38%	**65%**	*	38%	66%	*	80%	*	*	36%	*	64%	67%	60%	*
Reading and Mathematics Including EOC	2023	37%	37%	**63%**	*	80%	66%	-	40%	-	*	38%	*	61%	75%	60%	*
	2022	36%	38%	**65%**	*	38%	66%	*	80%	*	*	36%	*	64%	67%	60%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**71%**	*	90%	74%	-	40%	-	*	36%	*	72%	69%	80%	*
	2022	51%	52%	**73%**	*	38%	75%	*	100%	*	*	43%	*	72%	78%	60%	*
Math Including EOC	2023	45%	44%	**73%**	*	80%	76%	-	60%	-	*	54%	*	73%	75%	73%	*
	2022	43%	45%	**71%**	*	38%	72%	*	80%	*	*	36%	*	70%	78%	67%	*
4th Graders																	
Reading and Mathematics	2023	38%	37%	**59%**	*	13%	64%	*	*	*	*	13%	*	63%	44%	54%	*
	2022	36%	34%	**41%**	*	42%	41%	-	50%	-	*	22%	*	40%	43%	22%	*
Reading and Mathematics Including EOC	2023	38%	37%	**59%**	*	13%	64%	*	*	*	*	13%	*	63%	44%	54%	*
	2022	36%	34%	**41%**	*	42%	41%	-	50%	-	*	22%	*	40%	43%	22%	*
Reading Including EOC	2023	48%	50%	**70%**	*	25%	75%	*	*	*	*	31%	*	71%	67%	62%	*
	2022	54%	54%	**72%**	*	67%	73%	-	83%	-	*	44%	*	73%	71%	61%	*
Math Including EOC	2023	48%	44%	**65%**	*	38%	69%	*	*	*	*	25%	*	67%	56%	62%	*
	2022	43%	42%	**43%**	*	42%	45%	-	50%	-	*	22%	*	42%	48%	22%	*
5th Graders																	
Reading and Mathematics	2023	43%	45%	**67%**	*	75%	66%	-	*	-	*	40%	*	65%	77%	53%	*
	2022	41%	41%	**58%**	*	31%	65%	-	*	-	*	8%	*	60%	50%	10%	*
Reading and Mathematics Including EOC	2023	43%	45%	**67%**	*	75%	66%	-	*	-	*	40%	*	65%	77%	53%	*
	2022	41%	41%	**58%**	*	31%	65%	-	*	-	*	8%	*	60%	50%	10%	*
Reading Including EOC	2023	57%	61%	**81%**	*	83%	79%	-	*	-	*	40%	*	77%	100%	71%	*
	2022	58%	60%	**78%**	*	54%	84%	-	*	-	*	15%	*	78%	78%	50%	*
Math Including EOC	2023	51%	51%	**68%**	*	75%	68%	-	*	-	*	60%	*	66%	77%	59%	*
	2022	48%	48%	**60%**	*	38%	66%	-	*	-	*	15%	*	63%	50%	10%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**63%**	50%	60%	65%	*	67%	*	30%	26%	64%	63%	63%	56%	71%
	2022	34%	35%	**55%**	22%	36%	59%	*	67%	*	67%	22%	50%	56%	50%	33%	56%
Reading and Mathematics Including EOC	2023	39%	41%	**63%**	50%	60%	65%	*	67%	*	30%	26%	64%	63%	63%	56%	71%
	2022	36%	38%	**55%**	22%	36%	59%	*	67%	*	67%	22%	50%	56%	50%	33%	56%
Reading Including EOC	2023	53%	56%	**74%**	75%	70%	76%	*	75%	*	60%	34%	82%	73%	77%	71%	71%
	2022	53%	54%	**75%**	44%	55%	78%	*	87%	*	100%	33%	88%	75%	75%	58%	56%
Math Including EOC	2023	47%	48%	**68%**	50%	67%	71%	*	75%	*	40%	41%	64%	69%	67%	64%	86%
	2022	43%	46%	**59%**	22%	39%	63%	*	67%	*	67%	25%	50%	60%	54%	35%	56%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**70%**	*	44%	75%	*	*	*	*	47%	*	71%	63%	73%	*
Grade 4 Mathematics	2023	63%	57%	**62%**	*	50%	62%	*	*	*	*	63%	*	63%	60%	58%	*
Grade 5 ELA/Reading	2023	65%	69%	**83%**	*	83%	81%	-	*	-	*	80%	*	83%	82%	76%	*
Grade 5 Mathematics	2023	71%	72%	**84%**	*	75%	86%	-	*	-	*	60%	*	81%	95%	85%	*
Grade 6 Mathematics	2023	54%	56%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades Both Subjects	2023	64%	65%	**74%**	93%	66%	75%	*	89%	*	50%	58%	69%	74%	73%	74%	83%
All Grades ELA/Reading	2023	63%	65%	**76%**	93%	68%	78%	*	86%	*	50%	55%	81%	77%	71%	75%	*
All Grades Mathematics	2023	66%	66%	**71%**	93%	65%	72%	*	93%	*	50%	62%	56%	71%	75%	73%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**29%**	-	*	40%	-	-	-	-	*	*	17%	*	*	-
Grade 4 Mathematics	2023	27%	27%	**30%**	*	*	17%	-	-	-	*	14%	-	25%	*	*	-
Grade 5 ELA/Reading	2023	37%	35%	**40%**	-	*	*	-	-	-	-	*	-	40%	-	*	-
Grade 5 Mathematics	2023	48%	53%	**67%**	-	*	75%	-	-	-	-	*	-	67%	-	67%	-
All Grades Both Subjects	2023	38%	40%	**42%**	*	17%	48%	-	-	-	*	13%	*	39%	*	55%	-
All Grades ELA/Reading	2023	35%	39%	**33%**	-	*	44%	-	-	-	-	17%	*	27%	*	*	-
All Grades Mathematics	2023	40%	41%	**47%**	*	*	50%	-	-	-	*	11%	-	47%	*	57%	-

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**90%**	-	-	-	-	-	-	100%	100%	-	-	-	90%	100%	*
	2022	74%	76%	**87%**	-	-	-	-	-	-	56%	56%	-	-	100%	88%	67%	-
At Meets Grade Level or Above	2023	49%	53%	**69%**	-	-	-	-	-	-	69%	69%	-	-	-	69%	69%	*
	2022	48%	50%	**66%**	-	-	-	-	-	-	38%	38%	-	-	100%	67%	52%	-
At Masters Grade Level	2023	20%	22%	**38%**	-	-	-	-	-	-	31%	31%	-	-	-	38%	31%	*
	2022	23%	24%	**41%**	-	-	-	-	-	-	25%	25%	-	-	80%	41%	38%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**92%**	-	-	-	-	-	-	100%	100%	-	-	-	92%	100%	*
	2022	75%	76%	**88%**	-	-	-	-	-	-	57%	57%	-	-	*	89%	67%	-
At Meets Grade Level or Above	2023	53%	56%	**74%**	-	-	-	-	-	-	67%	67%	-	-	-	74%	67%	*
	2022	53%	53%	**75%**	-	-	-	-	-	-	43%	43%	-	-	*	75%	56%	-
At Masters Grade Level	2023	20%	21%	**44%**	-	-	-	-	-	-	33%	33%	-	-	-	44%	33%	*
	2022	25%	25%	**48%**	-	-	-	-	-	-	29%	29%	-	-	*	49%	44%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**90%**	-	-	-	-	-	-	100%	100%	-	-	-	89%	100%	*
	2022	72%	75%	**86%**	-	-	-	-	-	-	71%	71%	-	-	*	86%	78%	-
At Meets Grade Level or Above	2023	45%	46%	**68%**	-	-	-	-	-	-	83%	83%	-	-	-	68%	83%	*
	2022	42%	44%	**59%**	-	-	-	-	-	-	43%	43%	-	-	*	59%	56%	-
At Masters Grade Level	2023	19%	18%	**38%**	-	-	-	-	-	-	33%	33%	-	-	-	38%	33%	*
	2022	20%	21%	**33%**	-	-	-	-	-	-	29%	29%	-	-	*	33%	44%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**87%**	-	-	-	-	-	-	*	*	-	-	-	86%	*	-
	2022	76%	78%	**87%**	-	-	-	-	-	-	*	*	-	-	*	89%	*	-
At Meets Grade Level or Above	2023	47%	54%	**56%**	-	-	-	-	-	-	*	*	-	-	-	57%	*	-
	2022	47%	51%	**65%**	-	-	-	-	-	-	*	*	-	-	*	66%	*	-
At Masters Grade Level	2023	18%	23%	**20%**	-	-	-	-	-	-	*	*	-	-	-	20%	*	-
	2022	21%	24%	**41%**	-	-	-	-	-	-	*	*	-	-	*	42%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**74%**	-	-	-	-	-	-	*	*	-	-	-	73%	*	*
All Grades ELA/Reading	2023	63%	65%	**76%**	-	-	-	-	-	-	*	*	-	-	-	76%	*	*
All Grades Mathematics	2023	66%	66%	**71%**	-	-	-	-	-	-	*	*	-	-	-	71%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**42%**	-	-	-	-	-	-	-	-	-	-	-	42%	-	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

W A PORTER EL (220902115) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**33%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
All Grades Mathematics	2023	40%	41%	**47%**	-	-	-	-	-	-	-	-	-	-	-	47%	-	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**94%**	90%	84%	97%	*	72%	*	100%	88%	100%	97%	79%	86%	63%
Not Included in Accountability: Mobile	4%	4%	**5%**	10%	16%	1%	*	21%	*	0%	11%	0%	2%	15%	11%	13%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	0%	1%	*	8%	*	0%	0%	0%	0%	5%	2%	25%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**94%**	89%	83%	98%	*	75%	*	100%	90%	100%	98%	81%	87%	70%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	17%	2%	*	19%	*	0%	10%	0%	2%	15%	12%	10%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	0%	1%	*	6%	*	0%	0%	0%	0%	4%	2%	20%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	100%	*	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	94%	93%	**93%**	89%	83%	97%	*	75%	*	100%	87%	100%	97%	80%	87%	70%
Not Included in Accountability: Mobile	5%	4%	**5%**	11%	17%	2%	*	19%	*	0%	10%	0%	2%	15%	12%	10%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	0%	1%	*	6%	*	0%	0%	0%	0%	4%	2%	20%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	0%	*	0%	3%	0%	0%	2%	0%	0%
Absent	1%	0%	**1%**	0%	0%	1%	*	0%	*	0%	3%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	93%	**93%**	*	86%	98%	-	57%	-	*	83%	*	98%	72%	85%	*
Not Included in Accountability: Mobile	4%	4%	**5%**	*	14%	0%	-	29%	-	*	17%	*	2%	17%	10%	*
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	0%	2%	-	14%	-	*	0%	*	0%	11%	5%	*
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	98%	100%	91%
Included in Accountability	93%	94%	**97%**	100%	95%	98%	*	94%	*	91%	94%	90%	99%	90%	98%	91%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	5%	2%	*	6%	*	9%	6%	10%	1%	9%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	9%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	9%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	98%	100%	90%
Included in Accountability	92%	93%	**97%**	100%	94%	97%	*	94%	*	90%	95%	89%	99%	89%	98%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	6%	2%	*	6%	*	10%	5%	11%	1%	9%	2%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	2%	0%	10%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	2%	0%	10%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	98%	100%	90%
Included in Accountability	93%	94%	**97%**	100%	94%	97%	*	94%	*	90%	95%	89%	99%	89%	98%	90%
Not Included in Accountability: Mobile	5%	5%	**3%**	0%	6%	2%	*	6%	*	10%	5%	11%	1%	9%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	2%	0%	10%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	2%	0%	10%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	**99%**	*	100%	99%	-	*	-	*	93%	*	100%	95%	100%	*
Not Included in Accountability: Mobile	4%	4%	**1%**	*	0%	1%	-	*	-	*	7%	*	0%	5%	0%	*

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**95.8%**	95.6%	94.7%	96.0%	*	96.9%	*	95.6%	95.3%	94.1%	95.5%
2020-21	95.0%	95.7%	**97.9%**	97.9%	97.3%	98.1%	*	98.3%	*	96.5%	96.7%	96.5%	97.5%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**7.2%**	15.0%	13.6%	5.6%	*	0.0%	*	15.8%	9.2%	15.3%	5.6%
2020-21	15.0%	12.4%	**2.3%**	0.0%	6.1%	1.5%	*	0.0%	*	12.5%	9.1%	6.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	546	100.0%	22,581	5,504,150	551	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	14	2.6%	0.5%	0.3%	19	3.4%	0.7%	0.5%
Pre-Kindergarten	33	6.0%	3.9%	4.4%	33	6.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	33	6.0%	3.4%	3.7%	33	6.0%	3.4%	3.7%
Kindergarten	77	14.1%	6.8%	6.7%	77	14.0%	6.8%	6.7%
Grade 1	83	15.2%	6.9%	7.2%	83	15.1%	6.9%	7.2%
Grade 2	84	15.4%	7.0%	7.2%	84	15.2%	7.0%	7.2%
Grade 3	84	15.4%	7.1%	7.2%	84	15.2%	7.1%	7.1%
Grade 4	92	16.8%	7.1%	7.2%	92	16.7%	7.1%	7.1%
Grade 5	79	14.5%	7.0%	7.2%	79	14.3%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	25	4.6%	9.8%	12.8%	25	4.5%	9.8%	12.8%
Hispanic	86	15.8%	45.6%	53.0%	88	16.0%	45.6%	52.9%
White	379	69.4%	35.3%	25.6%	382	69.3%	35.4%	25.7%
American Indian	2	0.4%	0.4%	0.3%	2	0.4%	0.4%	0.3%
Asian	30	5.5%	4.5%	5.1%	30	5.4%	4.5%	5.1%
Pacific Islander	2	0.4%	0.5%	0.2%	2	0.4%	0.5%	0.2%
Two or More Races	22	4.0%	3.9%	3.0%	22	4.0%	3.9%	3.0%
Sex:								
Female	252	46.2%	48.4%	48.8%	253	45.9%	48.3%	48.8%
Male	294	53.8%	51.6%	51.2%	298	54.1%	51.7%	51.2%
Economically Disadvantaged	119	21.8%	63.5%	62.1%	120	21.8%	63.4%	62.0%
Non-Educationally Disadvantaged	427	78.2%	36.5%	37.9%	431	78.2%	36.6%	38.0%
Section 504 Students	41	7.5%	9.6%	7.4%	41	7.4%	9.5%	7.4%
EB Students/EL	35	6.4%	25.0%	23.1%	35	6.4%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	29	5.3%	7.8%	5.5%	29	5.3%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	0	0.0%	0.8%	1.3%	0	0.0%	0.8%	1.3%
Immigrant	1	0.2%	2.0%	2.2%	1	0.2%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	54.1%	64.6%	0	0.0%	54.1%	64.6%
Military Connected	6	1.1%	0.7%	3.6%	6	1.1%	0.7%	3.6%
At-Risk	231	42.3%	64.3%	53.3%	231	41.9%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	35	6.4%	24.8%	23.2%	35	6.4%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	65	11.9%	7.0%	8.2%	65	11.8%	7.0%	8.2%
Special Education	103	18.9%	12.6%	12.6%	106	19.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability Students with Intellectual Disabilities	13	12.6%	40.4%	44.1%				
Students with Physical Disabilities	81	78.6%	23.7%	20.0%				
Students with Autism	*	*	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	36	8.0%	14.4%	16.8%				
By Ethnicity: African American	4	0.9%	2.6%	3.3%				
Hispanic	7	1.6%	6.0%	8.7%				
White	19	4.2%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	4	0.9%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	0.4%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	7.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	7	35.0%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	15	16.5%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	56	12.6%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	3.0%	1.5%	4.3%	5.6%	4.5%
Grade 1	2.8%	3.7%	2.5%	6.7%	3.6%	3.6%
Grade 2	1.4%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.8	20.3	18.7
Grade 1	18.9	20.3	19.1
Grade 2	20.4	19.5	19.1
Grade 3	20.1	19.3	19.3
Grade 4	21.4	21.1	19.4
Grade 5	19.4	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	56.0	100.0%	100.0%	100.0%
Professional Staff:	45.2	80.7%	67.6%	64.1%
Teachers	37.8	67.4%	50.4%	48.7%
Professional Support	5.4	9.7%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.6%	3.2%	3.3%
Educational Aides:	10.8	19.3%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	1.1	2.0%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	36.8	97.4%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	2.6%	1.5%	1.2%
Teachers by Sex:				
Males	1.0	2.6%	23.2%	24.4%
Females	36.8	97.4%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	27.7	73.3%	72.1%	72.2%
Masters	10.1	26.7%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	9.5%	9.7%
1-5 Years Experience	7.2	19.1%	23.2%	26.3%
6-10 Years Experience	6.1	16.2%	22.7%	20.5%
11-20 Years Experience	9.7	25.7%	27.9%	27.2%
21-30 Years Experience	12.4	32.9%	13.5%	13.3%
Over 30 Years Experience	1.3	3.5%	3.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
W A PORTER EL (220902115) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.5	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.7	6.1
Average Years Experience of Principals with District	3.0	6.7	5.3
Average Years Experience of Assistant Principals	1.0	6.4	5.2
Average Years Experience of Assistant Principals with District	1.0	5.1	4.4
Average Years Experience of Teachers:	15.7	11.5	11.0
Average Years Experience of Teachers with District:	11.7	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,875	$59,919	$53,300
1-5 Years Experience	$59,602	$60,212	$56,516
6-10 Years Experience	$61,222	$61,624	$59,732
11-20 Years Experience	$63,864	$64,485	$63,389
21-30 Years Experience	$68,092	$69,454	$67,876
Over 30 Years Experience	$73,931	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,238	$63,500	$60,717
Professional Support	$72,044	$76,823	$72,022
Campus Administration (School Leadership)	$84,797	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.6	12.2%	7.3%	3.2%
Gifted and Talented Education	0.8	2.1%	0.9%	1.7%
Regular Education	25.6	67.7%	63.5%	70.6%
Special Education	6.8	18.0%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: ACADEMY AT CARRIE F THOMAS

Campus Number: 220902116

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	School Year	State	District	Campus	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	2023	76%	77%	**64%**	44%	70%	67%	-	83%	*	*	55%	*	69%	56%	61%	63%
	2022	76%	77%	**81%**	70%	77%	86%	*	*	*	*	82%	*	88%	59%	80%	81%
At Meets Grade Level or Above	2023	50%	51%	**41%**	22%	45%	47%	-	67%	*	*	36%	*	44%	37%	41%	50%
	2022	51%	52%	**60%**	30%	67%	64%	*	*	*	*	65%	*	65%	47%	57%	67%
At Masters Grade Level	2023	20%	20%	**8%**	6%	12%	7%	-	0%	*	*	9%	*	10%	4%	7%	13%
	2022	30%	32%	**34%**	10%	43%	32%	*	*	*	*	12%	*	35%	29%	35%	48%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**64%**	33%	74%	73%	-	83%	*	*	55%	*	71%	54%	62%	73%
	2022	71%	72%	**82%**	60%	83%	86%	*	*	*	*	88%	*	86%	71%	80%	85%
At Meets Grade Level or Above	2023	45%	44%	**25%**	11%	26%	27%	-	67%	*	*	36%	*	23%	29%	23%	33%
	2022	43%	44%	**63%**	50%	60%	64%	*	*	*	*	76%	*	69%	47%	59%	63%
At Masters Grade Level	2023	19%	18%	**7%**	6%	9%	0%	-	17%	*	*	18%	*	6%	7%	5%	13%
	2022	21%	22%	**29%**	20%	30%	27%	*	*	*	*	18%	*	33%	18%	33%	44%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**84%**	64%	84%	100%	*	60%	*	*	80%	*	88%	77%	81%	80%
	2022	77%	79%	**77%**	58%	81%	100%	-	*	*	*	91%	*	81%	72%	77%	88%
At Meets Grade Level or Above	2023	48%	50%	**57%**	27%	56%	71%	*	60%	*	*	67%	*	63%	46%	53%	60%
	2022	54%	54%	**55%**	25%	70%	71%	-	*	*	*	82%	*	56%	53%	50%	65%
At Masters Grade Level	2023	22%	22%	**14%**	9%	16%	12%	*	40%	*	*	13%	*	12%	19%	14%	17%
	2022	28%	28%	**27%**	4%	32%	48%	-	*	*	*	27%	*	29%	25%	23%	32%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**74%**	55%	75%	71%	*	100%	*	*	93%	*	84%	58%	71%	73%
	2022	70%	71%	**64%**	29%	76%	86%	-	*	*	*	82%	*	71%	53%	66%	79%
At Meets Grade Level or Above	2023	48%	44%	**43%**	9%	44%	47%	*	80%	*	*	60%	*	51%	31%	38%	50%
	2022	43%	42%	**45%**	8%	59%	67%	-	*	*	*	73%	*	54%	33%	43%	59%
At Masters Grade Level	2023	22%	19%	**12%**	9%	9%	12%	*	40%	*	*	20%	*	12%	12%	10%	17%
	2022	23%	20%	**22%**	4%	22%	43%	-	*	*	*	45%	*	23%	19%	13%	24%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**74%**	62%	77%	93%	*	-	*	*	53%	*	84%	61%	70%	85%
	2022	81%	84%	**86%**	92%	80%	93%	-	*	*	*	53%	*	84%	90%	82%	87%
At Meets Grade Level or Above	2023	57%	61%	**57%**	42%	64%	73%	*	-	*	*	37%	*	65%	47%	51%	73%
	2022	58%	60%	**64%**	92%	49%	73%	-	*	*	*	41%	*	59%	70%	60%	57%
At Masters Grade Level	2023	28%	32%	**31%**	23%	30%	53%	*	-	*	*	11%	*	35%	26%	25%	36%
	2022	36%	39%	**31%**	25%	29%	40%	-	*	*	*	6%	*	30%	33%	34%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**72%**	62%	82%	73%	*	-	*	*	53%	*	80%	61%	70%	91%
	2022	77%	79%	**74%**	75%	71%	73%	-	*	*	*	53%	*	77%	70%	74%	77%
At Meets Grade Level or Above	2023	51%	51%	**55%**	23%	73%	67%	*	-	*	*	32%	*	67%	39%	49%	85%
	2022	48%	48%	**51%**	42%	51%	53%	-	*	*	*	53%	*	57%	43%	54%	57%
At Masters Grade Level	2023	21%	22%	**22%**	0%	30%	40%	*	-	*	*	21%	*	31%	11%	18%	30%
	2022	25%	24%	**27%**	25%	27%	27%	-	*	*	*	12%	*	30%	23%	30%	37%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**61%**	38%	75%	60%	*	-	*	*	37%	*	73%	45%	56%	79%
	2022	66%	71%	**68%**	67%	66%	67%	-	*	*	*	53%	*	66%	70%	66%	70%
At Meets Grade Level or Above	2023	36%	42%	**37%**	23%	39%	53%	*	-	*	*	32%	*	43%	29%	31%	45%
	2022	38%	43%	**36%**	25%	34%	40%	-	*	*	*	47%	*	39%	33%	38%	37%
At Masters Grade Level	2023	16%	19%	**10%**	0%	16%	13%	*	-	*	*	11%	*	14%	5%	4%	18%
	2022	18%	20%	**19%**	8%	15%	27%	-	*	*	*	24%	*	18%	20%	16%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**70%**	51%	77%	77%	80%	82%	44%	75%	60%	85%	78%	58%	67%	78%
	2022	74%	76%	**76%**	60%	76%	85%	*	90%	71%	83%	70%	100%	79%	69%	75%	81%
At Meets Grade Level or Above	2023	49%	53%	**45%**	24%	51%	55%	60%	68%	0%	67%	42%	38%	51%	37%	41%	57%
	2022	48%	50%	**53%**	34%	55%	63%	*	60%	57%	61%	61%	67%	57%	46%	51%	58%
At Masters Grade Level	2023	20%	22%	**15%**	7%	18%	19%	0%	23%	0%	17%	15%	8%	18%	12%	12%	21%
	2022	23%	24%	**27%**	12%	28%	35%	*	50%	29%	22%	19%	22%	28%	24%	26%	32%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**74%**	56%	77%	87%	*	73%	*	80%	62%	67%	80%	64%	71%	76%
	2022	75%	76%	**81%**	70%	80%	93%	*	*	*	80%	73%	*	84%	76%	80%	86%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**52%**	33%	56%	64%	*	64%	*	80%	47%	50%	57%	44%	48%	61%
	2022	53%	53%	**59%**	43%	61%	69%	*	*	*	50%	60%	*	60%	58%	55%	63%
At Masters Grade Level	2023	20%	21%	**19%**	15%	20%	23%	*	18%	*	20%	11%	0%	20%	18%	16%	23%
	2022	25%	25%	**30%**	11%	34%	40%	*	*	*	20%	13%	*	31%	29%	31%	35%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**70%**	51%	77%	72%	*	91%	*	80%	67%	100%	78%	58%	68%	80%
	2022	72%	75%	**73%**	48%	76%	83%	*	*	*	80%	73%	*	78%	63%	73%	80%
At Meets Grade Level or Above	2023	45%	46%	**42%**	16%	50%	47%	*	73%	*	60%	42%	33%	47%	34%	38%	57%
	2022	42%	44%	**53%**	26%	56%	62%	*	*	*	70%	67%	*	60%	40%	52%	59%
At Masters Grade Level	2023	19%	18%	**14%**	4%	17%	17%	*	27%	*	20%	20%	17%	17%	10%	12%	20%
	2022	20%	21%	**26%**	13%	26%	33%	*	*	*	20%	22%	*	29%	20%	25%	34%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**61%**	38%	75%	60%	*	-	*	*	37%	*	73%	45%	56%	79%
	2022	76%	78%	**68%**	67%	66%	67%	-	*	*	*	53%	*	66%	70%	66%	70%
At Meets Grade Level or Above	2023	47%	54%	**37%**	23%	39%	53%	*	-	*	*	32%	*	43%	29%	31%	45%
	2022	47%	51%	**36%**	25%	34%	40%	-	*	*	*	47%	*	39%	33%	38%	37%
At Masters Grade Level	2023	18%	23%	**10%**	0%	16%	13%	*	-	*	*	11%	*	14%	5%	4%	18%
	2022	21%	24%	**19%**	8%	15%	27%	-	*	*	*	24%	*	18%	20%	16%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**25%**	11%	27%	27%	-	67%	*	*	36%	*	23%	30%	24%	33%
	2022	36%	38%	**49%**	30%	50%	50%	*	*	*	*	59%	*	51%	41%	43%	48%
Reading and Mathematics Including EOC	2023	37%	37%	**25%**	11%	27%	27%	-	67%	*	*	36%	*	23%	30%	24%	33%
	2022	36%	38%	**49%**	30%	50%	50%	*	*	*	*	59%	*	51%	41%	43%	48%
Reading Including EOC	2023	50%	51%	**41%**	22%	45%	47%	-	67%	*	*	36%	*	44%	37%	41%	50%
	2022	51%	52%	**60%**	30%	67%	64%	*	*	*	*	65%	*	65%	47%	57%	67%
Math Including EOC	2023	45%	44%	**25%**	11%	26%	27%	-	67%	*	*	36%	*	23%	29%	23%	33%
	2022	43%	45%	**63%**	50%	60%	64%	*	*	*	*	76%	*	69%	47%	59%	63%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**39%**	9%	38%	47%	*	60%	*	*	60%	*	47%	27%	34%	43%
	2022	36%	34%	**38%**	4%	54%	52%	-	*	*	*	73%	*	42%	31%	32%	47%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**39%**	9%	38%	47%	*	60%	*	*	60%	*	47%	27%	34%	43%
	2022	36%	34%	**38%**	4%	54%	52%	-	*	*	*	73%	*	42%	31%	32%	47%
Reading Including EOC	2023	48%	50%	**57%**	27%	56%	71%	*	60%	*	*	67%	*	63%	46%	53%	60%
	2022	54%	54%	**55%**	25%	70%	71%	-	*	*	*	82%	*	56%	53%	50%	65%
Math Including EOC	2023	48%	44%	**43%**	9%	44%	47%	*	80%	*	*	60%	*	51%	31%	38%	50%
	2022	43%	42%	**45%**	8%	59%	67%	-	*	*	*	73%	*	54%	33%	43%	59%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**48%**	23%	59%	67%	*	-	*	*	32%	*	59%	34%	41%	70%
	2022	41%	41%	**43%**	42%	39%	47%	-	*	*	*	41%	*	45%	40%	44%	40%
Reading and Mathematics Including EOC	2023	43%	45%	**48%**	23%	59%	67%	*	-	*	*	32%	*	59%	34%	41%	70%
	2022	41%	41%	**43%**	42%	39%	47%	-	*	*	*	41%	*	45%	40%	44%	40%
Reading Including EOC	2023	57%	61%	**57%**	42%	64%	73%	*	-	*	*	37%	*	65%	47%	51%	73%
	2022	58%	60%	**64%**	92%	49%	73%	-	*	*	*	41%	*	59%	70%	60%	57%
Math Including EOC	2023	51%	51%	**55%**	23%	73%	67%	*	-	*	*	32%	*	67%	39%	49%	85%
	2022	48%	48%	**51%**	42%	51%	53%	-	*	*	*	53%	*	57%	43%	54%	57%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**38%**	16%	43%	47%	*	64%	*	60%	42%	33%	43%	31%	34%	49%
	2022	34%	35%	**43%**	20%	47%	50%	*	*	*	50%	56%	*	46%	36%	39%	45%
Reading and Mathematics Including EOC	2023	39%	41%	**38%**	16%	43%	47%	*	64%	*	60%	42%	33%	43%	31%	34%	49%
	2022	36%	38%	**43%**	20%	47%	50%	*	*	*	50%	56%	*	46%	36%	39%	45%
Reading Including EOC	2023	53%	56%	**52%**	33%	56%	64%	*	64%	*	80%	47%	50%	57%	44%	48%	61%
	2022	53%	54%	**59%**	43%	61%	69%	*	*	*	50%	60%	*	60%	58%	55%	63%
Math Including EOC	2023	47%	48%	**42%**	16%	50%	47%	*	73%	*	60%	42%	33%	47%	34%	38%	57%
	2022	43%	46%	**53%**	26%	56%	62%	*	*	*	70%	67%	*	60%	40%	52%	59%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**54%**	50%	52%	63%	*	*	*	*	71%	*	51%	61%	47%	46%
Grade 4 Mathematics	2023	63%	57%	**45%**	44%	52%	27%	*	*	*	*	71%	*	39%	58%	42%	43%
Grade 5 ELA/Reading	2023	65%	69%	**64%**	70%	61%	67%	*	-	*	*	42%	*	68%	59%	64%	70%
Grade 5 Mathematics	2023	71%	72%	**76%**	74%	82%	67%	*	-	*	*	63%	*	78%	73%	79%	88%
All Grades Both Subjects	2023	64%	65%	**62%**	65%	64%	56%	*	50%	*	88%	61%	*	60%	64%	60%	63%
All Grades ELA/Reading	2023	63%	65%	**60%**	65%	57%	65%	*	*	*	*	55%	*	60%	60%	57%	59%
All Grades Mathematics	2023	66%	66%	**63%**	66%	70%	47%	*	*	*	*	67%	*	61%	68%	63%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**42%**	*	33%	*	-	*	-	-	*	-	*	25%	30%	20%
Grade 4 Mathematics	2023	27%	27%	**36%**	*	60%	*	-	-	-	-	*	-	40%	33%	40%	*
Grade 5 ELA/Reading	2023	37%	35%	**17%**	27%	10%	-	-	-	*	*	0%	-	11%	21%	18%	20%
Grade 5 Mathematics	2023	48%	53%	**39%**	56%	36%	*	*	-	*	*	20%	-	50%	32%	41%	40%
All Grades Both Subjects	2023	38%	40%	**33%**	41%	31%	29%	*	*	*	*	22%	-	41%	28%	32%	28%
All Grades ELA/Reading	2023	35%	39%	**26%**	29%	19%	*	-	*	*	*	9%	-	31%	23%	22%	20%
All Grades Mathematics	2023	40%	41%	**39%**	50%	44%	0%	*	-	*	*	33%	-	47%	32%	41%	38%

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

- Indicates there are no students in the group.

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ACADEMY AT CARRIE F THOMAS (220902116) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**70%**	80%	-	-	-	80%	-	75%	74%	77%	-	40%	65%	78%	100%
	2022	74%	76%	**76%**	85%	-	-	-	85%	-	69%	69%	-	-	100%	72%	81%	*
At Meets Grade Level or Above	2023	49%	53%	**45%**	58%	-	-	-	58%	-	54%	58%	46%	-	40%	38%	56%	100%
	2022	48%	50%	**53%**	65%	-	-	-	65%	-	41%	41%	-	-	60%	50%	57%	*
At Masters Grade Level	2023	20%	22%	**15%**	19%	-	-	-	19%	-	18%	24%	8%	-	40%	12%	19%	100%
	2022	23%	24%	**27%**	36%	-	-	-	36%	-	20%	20%	-	-	40%	23%	31%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**74%**	79%	-	-	-	79%	-	73%	70%	77%	-	*	72%	76%	*
	2022	75%	76%	**81%**	87%	-	-	-	87%	-	80%	80%	-	-	*	78%	86%	*
At Meets Grade Level or Above	2023	53%	56%	**52%**	63%	-	-	-	63%	-	58%	60%	54%	-	*	46%	60%	*
	2022	53%	53%	**59%**	68%	-	-	-	68%	-	48%	48%	-	-	*	57%	62%	*
At Masters Grade Level	2023	20%	21%	**19%**	23%	-	-	-	23%	-	15%	25%	0%	-	*	16%	21%	*
	2022	25%	25%	**30%**	40%	-	-	-	40%	-	20%	20%	-	-	*	27%	34%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**70%**	82%	-	-	-	82%	-	76%	75%	77%	-	*	64%	79%	*
	2022	72%	75%	**73%**	85%	-	-	-	85%	-	68%	68%	-	-	*	68%	80%	*
At Meets Grade Level or Above	2023	45%	46%	**42%**	61%	-	-	-	61%	-	48%	55%	38%	-	*	32%	56%	*
	2022	42%	44%	**53%**	68%	-	-	-	68%	-	40%	40%	-	-	*	48%	59%	*
At Masters Grade Level	2023	19%	18%	**14%**	16%	-	-	-	16%	-	21%	25%	15%	-	*	10%	19%	*
	2022	20%	21%	**26%**	35%	-	-	-	35%	-	28%	28%	-	-	*	20%	33%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**61%**	81%	-	-	-	81%	-	80%	80%	-	-	*	50%	78%	*
	2022	76%	78%	**68%**	80%	-	-	-	80%	-	44%	44%	-	-	*	66%	70%	-
At Meets Grade Level or Above	2023	47%	54%	**37%**	38%	-	-	-	38%	-	60%	60%	-	-	*	32%	44%	*
	2022	47%	51%	**36%**	45%	-	-	-	45%	-	22%	22%	-	-	*	36%	37%	-
At Masters Grade Level	2023	18%	23%	**10%**	14%	-	-	-	14%	-	20%	20%	-	-	*	5%	16%	*
	2022	21%	24%	**19%**	25%	-	-	-	25%	-	0%	0%	-	-	*	20%	17%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**62%**	63%	-	-	-	63%	-	59%	59%	-	-	*	61%	62%	*
All Grades ELA/Reading	2023	63%	65%	**60%**	58%	-	-	-	58%	-	59%	59%	-	-	*	61%	58%	*
All Grades Mathematics	2023	66%	66%	**63%**	68%	-	-	-	68%	-	59%	59%	-	-	*	61%	66%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**33%**	44%	-	-	-	44%	-	13%	13%	-	-	*	34%	28%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ACADEMY AT CARRIE F THOMAS (220902116) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**26%**	*	-	-	-	*	-	17%	17%	-	-	-	28%	20%	-
All Grades Mathematics	2023	40%	41%	**39%**	60%	-	-	-	60%	-	*	*	-	-	*	39%	38%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**91%**	88%	93%	94%	100%	81%	90%	86%	98%	93%	97%	84%	91%	87%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	2%	3%	0%	7%	0%	14%	2%	0%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**4%**	3%	4%	3%	0%	11%	10%	0%	0%	7%	3%	5%	4%	9%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**91%**	89%	92%	94%	*	85%	80%	83%	98%	86%	97%	83%	91%	86%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	3%	4%	*	8%	0%	17%	2%	0%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	3%	5%	**4%**	3%	4%	2%	*	8%	20%	0%	0%	14%	3%	5%	4%	9%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**91%**	89%	93%	94%	*	85%	*	83%	98%	100%	97%	84%	92%	87%
Not Included in Accountability: Mobile	5%	4%	**5%**	8%	3%	4%	*	8%	*	17%	2%	0%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	3%	4%	2%	*	8%	*	0%	0%	0%	3%	5%	4%	8%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	87%	96%	94%	*	*	*	*	100%	*	96%	86%	90%	87%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	2%	0%	*	*	*	*	0%	*	0%	9%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	3%	2%	6%	*	*	*	*	0%	*	4%	5%	5%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**91%**	90%	89%	96%	*	71%	100%	100%	96%	75%	98%	80%	95%	88%
Not Included in Accountability: Mobile	5%	4%	**7%**	6%	7%	4%	*	29%	0%	0%	4%	25%	2%	13%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	2%	4%	0%	*	0%	0%	0%	0%	0%	0%	6%	1%	6%
Not Tested	1%	1%	**0%**	2%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**91%**	90%	89%	97%	*	67%	*	100%	96%	80%	98%	81%	95%	89%
Not Included in Accountability: Mobile	5%	4%	**7%**	6%	7%	3%	*	33%	*	0%	4%	20%	2%	14%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**2%**	2%	3%	0%	*	0%	*	0%	0%	0%	0%	5%	1%	5%
Not Tested	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**91%**	90%	89%	97%	*	67%	*	100%	96%	80%	98%	81%	95%	89%
Not Included in Accountability: Mobile	5%	5%	**7%**	6%	7%	3%	*	33%	*	0%	4%	20%	2%	14%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**2%**	2%	3%	0%	*	0%	*	0%	0%	0%	0%	5%	1%	5%
Not Tested	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**89%**	92%	85%	94%	-	*	*	*	100%	*	100%	77%	94%	83%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	6%	6%	-	*	*	*	0%	*	0%	13%	6%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**5%**	0%	8%	0%	-	*	*	*	0%	*	0%	10%	0%	11%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.5%**	93.9%	94.9%	94.6%	*	96.4%	87.7%	94.1%	94.5%	94.6%	95.5%
2020-21	95.0%	95.7%	**96.4%**	95.6%	96.8%	96.4%	*	96.7%	*	96.2%	95.1%	96.3%	97.0%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**15.2%**	19.4%	11.6%	14.5%	*	6.3%	66.7%	21.1%	17.7%	14.1%	8.6%
2020-21	15.0%	12.4%	**8.2%**	11.7%	3.8%	10.5%	*	17.6%	20.0%	11.1%	12.9%	8.9%	5.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	585	100.0%	22,581	5,504,150	590	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	5	0.8%	0.7%	0.5%
Pre-Kindergarten	44	7.5%	3.9%	4.4%	44	7.5%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	44	7.5%	3.4%	3.7%	44	7.5%	3.4%	3.7%
Kindergarten	104	17.8%	6.8%	6.7%	104	17.6%	6.8%	6.7%
Grade 1	93	15.9%	6.9%	7.2%	93	15.8%	6.9%	7.2%
Grade 2	84	14.4%	7.0%	7.2%	84	14.2%	7.0%	7.2%
Grade 3	86	14.7%	7.1%	7.2%	86	14.6%	7.1%	7.1%
Grade 4	75	12.8%	7.1%	7.2%	75	12.7%	7.1%	7.1%
Grade 5	99	16.9%	7.0%	7.2%	99	16.8%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	143	24.4%	9.8%	12.8%	143	24.2%	9.8%	12.8%
Hispanic	268	45.8%	45.6%	53.0%	272	46.1%	45.6%	52.9%
White	121	20.7%	35.3%	25.6%	122	20.7%	35.4%	25.7%
American Indian	2	0.3%	0.4%	0.3%	2	0.3%	0.4%	0.3%
Asian	18	3.1%	4.5%	5.1%	18	3.1%	4.5%	5.1%
Pacific Islander	8	1.4%	0.5%	0.2%	8	1.4%	0.5%	0.2%
Two or More Races	25	4.3%	3.9%	3.0%	25	4.2%	3.9%	3.0%
Sex:								
Female	279	47.7%	48.4%	48.8%	279	47.3%	48.3%	48.8%
Male	306	52.3%	51.6%	51.2%	311	52.7%	51.7%	51.2%
Economically Disadvantaged	456	77.9%	63.5%	62.1%	456	77.3%	63.4%	62.0%
Non-Educationally Disadvantaged	129	22.1%	36.5%	37.9%	134	22.7%	36.6%	38.0%
Section 504 Students	28	4.8%	9.6%	7.4%	28	4.7%	9.5%	7.4%
EB Students/EL	221	37.8%	25.0%	23.1%	221	37.5%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	2	0.3%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	26	4.4%	7.8%	5.5%	26	4.4%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	6	1.0%	0.8%	1.3%	6	1.0%	0.8%	1.3%
Immigrant	29	5.0%	2.0%	2.2%	29	4.9%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	585	100.0%	54.1%	64.6%	590	100.0%	54.1%	64.6%
Military Connected	2	0.3%	0.7%	3.6%	2	0.3%	0.7%	3.6%
At-Risk	450	76.9%	64.3%	53.3%	451	76.4%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	218	37.3%	24.8%	23.2%	218	36.9%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	21	3.6%	7.0%	8.2%	21	3.6%	7.0%	8.2%
Special Education	83	14.2%	12.6%	12.6%	88	14.9%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	83							
By Type of Primary Disability Students with Intellectual Disabilities	25	30.1%	40.4%	44.1%				
Students with Physical Disabilities	24	28.9%	23.7%	20.0%				
Students with Autism	21	25.3%	18.0%	15.5%				
Students with Behavioral Disabilities	13	15.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	81	17.3%	14.4%	16.8%				
By Ethnicity: African American	15	3.2%	2.6%	3.3%				
Hispanic	33	7.0%	6.0%	8.7%				
White	23	4.9%	4.5%	3.4%				
American Indian	2	0.4%	0.1%	0.1%				
Asian	5	1.1%	0.4%	0.7%				
Pacific Islander	2	0.4%	0.1%	0.0%				
Two or More Races	1	0.2%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	11.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	25	14.2%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	54	15.5%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	152	31.7%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.3%	3.0%	1.5%	7.7%	5.6%	4.5%
Grade 1	4.1%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	1.4%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.3	20.3	18.7
Grade 1	22.0	20.3	19.1
Grade 2	16.5	19.5	19.1
Grade 3	21.6	19.3	19.3
Grade 4	19.5	21.1	19.4
Grade 5	18.5	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	57.8	100.0%	100.0%	100.0%
Professional Staff:	47.4	82.0%	67.6%	64.1%
Teachers	39.3	67.9%	50.4%	48.7%
Professional Support	6.2	10.7%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.5%	3.2%	3.3%
Educational Aides:	10.4	18.0%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	23.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	19.6	33.9%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	2.5%	5.0%	11.8%
Hispanic	11.0	28.0%	16.0%	29.6%
White	26.3	66.9%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	2.5%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	2.0	5.1%	23.2%	24.4%
Females	37.3	94.9%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	32.2	81.9%	72.1%	72.2%
Masters	7.1	18.1%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.2%	9.5%	9.7%
1-5 Years Experience	7.2	18.3%	23.2%	26.3%
6-10 Years Experience	8.8	22.5%	22.7%	20.5%
11-20 Years Experience	13.7	35.0%	27.9%	27.2%
21-30 Years Experience	3.5	8.9%	13.5%	13.3%
Over 30 Years Experience	2.0	5.1%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	7.7	6.1
Average Years Experience of Principals with District	20.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	12.4	11.5	11.0
Average Years Experience of Teachers with District:	8.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,806	$59,919	$53,300
1-5 Years Experience	$59,394	$60,212	$56,516
6-10 Years Experience	$60,903	$61,624	$59,732
11-20 Years Experience	$63,550	$64,485	$63,389
21-30 Years Experience	$69,394	$69,454	$67,876
Over 30 Years Experience	$80,682	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,102	$63,500	$60,717
Professional Support	$72,148	$76,823	$72,022
Campus Administration (School Leadership)	$98,439	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	8.0	20.4%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.1	7.8%	7.3%	3.2%
Gifted and Talented Education	0.8	2.0%	0.9%	1.7%
Regular Education	23.1	58.8%	63.5%	70.6%
Special Education	4.3	11.0%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: FOSTER VILLAGE EL

Campus Number: 220902117

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	School Year	State	District	Campus	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	2023	76%	77%	**86%**	*	63%	97%	-	*	*	83%	71%	*	88%	79%	82%	90%
	2022	76%	77%	**76%**	33%	74%	88%	-	*	*	80%	50%	*	79%	67%	77%	78%
At Meets Grade Level or Above	2023	50%	51%	**55%**	*	44%	52%	-	*	*	83%	29%	*	55%	57%	54%	60%
	2022	51%	52%	**50%**	17%	48%	67%	-	*	*	40%	30%	*	49%	53%	46%	33%
At Masters Grade Level	2023	20%	20%	**27%**	*	31%	28%	-	*	*	17%	6%	*	21%	43%	26%	50%
	2022	30%	32%	**31%**	0%	30%	42%	-	*	*	20%	20%	*	30%	33%	20%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**77%**	*	63%	86%	-	*	*	83%	53%	*	76%	79%	74%	70%
	2022	71%	72%	**67%**	50%	41%	88%	-	*	*	80%	30%	*	67%	67%	62%	56%
At Meets Grade Level or Above	2023	45%	44%	**52%**	*	25%	69%	-	*	*	67%	35%	*	52%	50%	46%	40%
	2022	43%	44%	**48%**	17%	27%	71%	-	*	*	60%	20%	*	46%	53%	38%	22%
At Masters Grade Level	2023	19%	18%	**18%**	*	0%	31%	-	*	*	17%	12%	*	21%	7%	21%	0%
	2022	21%	22%	**20%**	0%	9%	33%	-	*	*	20%	10%	*	22%	13%	21%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**77%**	*	76%	85%	-	-	*	83%	27%	*	78%	75%	72%	88%
	2022	77%	79%	**84%**	100%	90%	78%	-	-	-	80%	67%	*	83%	88%	83%	100%
At Meets Grade Level or Above	2023	48%	50%	**52%**	*	52%	60%	-	-	*	67%	9%	*	56%	45%	53%	50%
	2022	54%	54%	**48%**	50%	45%	52%	-	-	-	40%	25%	*	52%	38%	43%	50%
At Masters Grade Level	2023	22%	22%	**25%**	*	20%	30%	-	-	*	50%	0%	*	25%	25%	25%	0%
	2022	28%	28%	**33%**	50%	20%	41%	-	-	-	20%	17%	*	36%	25%	26%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**76%**	*	71%	80%	-	-	*	83%	27%	*	80%	70%	69%	75%
	2022	70%	71%	**83%**	67%	76%	88%	-	-	-	100%	75%	*	86%	75%	75%	83%
At Meets Grade Level or Above	2023	48%	44%	**64%**	*	54%	75%	-	-	*	83%	27%	*	66%	60%	57%	50%
	2022	43%	42%	**53%**	33%	48%	69%	-	-	-	20%	42%	*	52%	56%	44%	67%
At Masters Grade Level	2023	22%	19%	**24%**	*	17%	35%	-	-	*	33%	9%	*	23%	25%	20%	0%
	2022	23%	20%	**28%**	33%	19%	35%	-	-	-	20%	17%	*	29%	25%	19%	17%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**79%**	100%	81%	77%	-	-	*	67%	33%	*	77%	85%	77%	86%
	2022	81%	84%	**89%**	40%	91%	91%	-	*	*	100%	60%	*	85%	95%	85%	100%
At Meets Grade Level or Above	2023	57%	61%	**62%**	60%	62%	63%	-	-	*	50%	25%	*	60%	65%	57%	71%
	2022	58%	60%	**61%**	20%	73%	57%	-	*	*	67%	20%	*	68%	48%	48%	86%
At Masters Grade Level	2023	28%	32%	**35%**	60%	29%	43%	-	-	*	0%	17%	*	35%	35%	27%	43%
	2022	36%	39%	**44%**	20%	55%	39%	-	*	*	50%	10%	*	45%	43%	27%	71%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**79%**	60%	86%	79%	-	-	*	67%	58%	*	86%	65%	78%	71%
	2022	77%	79%	**82%**	40%	95%	79%	-	*	*	67%	80%	*	80%	86%	82%	100%
At Meets Grade Level or Above	2023	51%	51%	**40%**	20%	41%	45%	-	-	*	33%	42%	*	47%	25%	27%	29%
	2022	48%	48%	**43%**	0%	57%	38%	-	*	*	17%	20%	*	45%	38%	45%	43%
At Masters Grade Level	2023	21%	22%	**11%**	20%	9%	14%	-	-	*	0%	8%	*	9%	15%	9%	0%
	2022	25%	24%	**18%**	0%	24%	17%	-	*	*	0%	10%	*	23%	10%	21%	43%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**76%**	100%	62%	80%	-	-	*	83%	50%	*	77%	75%	75%	43%
	2022	66%	71%	**64%**	40%	59%	74%	-	*	*	67%	40%	*	65%	62%	58%	71%
At Meets Grade Level or Above	2023	36%	42%	**35%**	60%	14%	43%	-	-	*	50%	25%	*	40%	25%	30%	29%
	2022	38%	43%	**36%**	0%	41%	43%	-	*	*	17%	30%	*	40%	29%	30%	43%
At Masters Grade Level	2023	16%	19%	**14%**	0%	10%	23%	-	-	*	0%	8%	*	19%	5%	7%	29%
	2022	18%	20%	**25%**	0%	32%	22%	-	*	*	17%	20%	*	30%	14%	21%	43%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	73%	78%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	39%	42%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	16%	16%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**79%**	76%	72%	84%	-	*	86%	79%	48%	100%	80%	75%	76%	75%
	2022	74%	76%	**78%**	54%	75%	84%	-	93%	75%	82%	58%	85%	78%	78%	74%	82%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**51%**	38%	43%	57%	-	*	57%	62%	28%	79%	53%	46%	45%	47%
	2022	48%	50%	**48%**	21%	49%	57%	-	53%	50%	37%	27%	46%	50%	44%	42%	47%
At Masters Grade Level	2023	20%	22%	**22%**	14%	17%	29%	-	*	14%	17%	9%	5%	22%	22%	19%	18%
	2022	23%	24%	**28%**	15%	28%	33%	-	33%	38%	21%	15%	38%	31%	23%	22%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**81%**	83%	74%	86%	-	*	*	78%	48%	100%	81%	80%	77%	88%
	2022	75%	76%	**83%**	59%	85%	85%	-	100%	*	88%	59%	83%	82%	85%	82%	91%
At Meets Grade Level or Above	2023	53%	56%	**57%**	50%	53%	58%	-	*	*	67%	23%	75%	57%	56%	55%	60%
	2022	53%	53%	**53%**	29%	55%	58%	-	50%	*	50%	25%	67%	56%	46%	46%	55%
At Masters Grade Level	2023	20%	21%	**29%**	25%	26%	34%	-	*	*	22%	8%	13%	27%	33%	26%	32%
	2022	25%	25%	**36%**	24%	35%	41%	-	33%	*	31%	16%	50%	36%	35%	24%	32%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**78%**	58%	74%	82%	-	*	*	78%	48%	100%	81%	70%	74%	72%
	2022	72%	75%	**77%**	53%	71%	85%	-	100%	*	81%	63%	83%	78%	77%	73%	77%
At Meets Grade Level or Above	2023	45%	46%	**51%**	17%	42%	62%	-	*	*	61%	35%	75%	55%	44%	42%	40%
	2022	42%	44%	**48%**	18%	45%	59%	-	67%	*	31%	28%	17%	48%	48%	43%	41%
At Masters Grade Level	2023	19%	18%	**18%**	8%	10%	27%	-	*	*	17%	10%	0%	18%	17%	16%	0%
	2022	20%	21%	**22%**	12%	18%	28%	-	33%	*	13%	13%	17%	25%	15%	20%	23%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**76%**	100%	62%	80%	-	-	*	83%	50%	*	77%	75%	75%	43%
	2022	76%	78%	**64%**	40%	59%	74%	-	*	*	67%	40%	*	65%	62%	58%	71%
At Meets Grade Level or Above	2023	47%	54%	**35%**	60%	14%	43%	-	-	*	50%	25%	*	40%	25%	30%	29%
	2022	47%	51%	**36%**	0%	41%	43%	-	*	*	17%	30%	*	40%	29%	30%	43%
At Masters Grade Level	2023	18%	23%	**14%**	0%	10%	23%	-	-	*	0%	8%	*	19%	5%	7%	29%
	2022	21%	24%	**25%**	0%	32%	22%	-	*	*	17%	20%	*	30%	14%	21%	43%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**38%**	*	25%	41%	-	*	*	67%	24%	*	33%	50%	33%	40%
	2022	36%	38%	**40%**	17%	30%	58%	-	*	*	40%	20%	*	38%	47%	34%	11%
Reading and Mathematics Including EOC	2023	37%	37%	**38%**	*	25%	41%	-	*	*	67%	24%	*	33%	50%	33%	40%
	2022	36%	38%	**40%**	17%	30%	58%	-	*	*	40%	20%	*	38%	47%	34%	11%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**55%**	*	44%	52%	-	*	*	83%	29%	*	55%	57%	54%	60%
	2022	51%	52%	**50%**	17%	48%	67%	-	*	*	40%	30%	*	49%	53%	46%	33%
Math Including EOC	2023	45%	44%	**52%**	*	25%	69%	-	*	*	67%	35%	*	52%	50%	46%	40%
	2022	43%	45%	**48%**	17%	30%	71%	-	*	*	60%	20%	*	47%	53%	40%	22%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**50%**	*	48%	60%	-	-	*	67%	9%	*	53%	45%	50%	50%
	2022	36%	34%	**31%**	33%	15%	44%	-	-	-	20%	25%	*	33%	25%	20%	17%
Reading and Mathematics Including EOC	2023	38%	37%	**50%**	*	48%	60%	-	-	*	67%	9%	*	53%	45%	50%	50%
	2022	36%	34%	**31%**	33%	15%	44%	-	-	-	20%	25%	*	33%	25%	20%	17%
Reading Including EOC	2023	48%	50%	**52%**	*	52%	60%	-	-	*	67%	9%	*	56%	45%	53%	50%
	2022	54%	54%	**48%**	50%	45%	52%	-	-	-	40%	25%	*	52%	38%	43%	50%
Math Including EOC	2023	48%	44%	**64%**	*	56%	75%	-	-	*	83%	27%	*	67%	60%	58%	50%
	2022	43%	42%	**53%**	33%	45%	70%	-	-	-	20%	42%	*	52%	56%	43%	67%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**32%**	20%	29%	40%	-	-	*	17%	25%	*	35%	25%	18%	14%
	2022	41%	41%	**38%**	0%	55%	30%	-	*	*	17%	20%	*	45%	24%	36%	43%
Reading and Mathematics Including EOC	2023	43%	45%	**32%**	20%	29%	40%	-	-	*	17%	25%	*	35%	25%	18%	14%
	2022	41%	41%	**38%**	0%	55%	30%	-	*	*	17%	20%	*	45%	24%	36%	43%
Reading Including EOC	2023	57%	61%	**62%**	60%	62%	63%	-	-	*	50%	25%	*	60%	65%	57%	71%
	2022	58%	60%	**61%**	20%	73%	57%	-	*	*	67%	20%	*	68%	48%	48%	86%
Math Including EOC	2023	51%	51%	**40%**	20%	38%	47%	-	-	*	33%	42%	*	47%	25%	25%	29%
	2022	48%	48%	**43%**	0%	59%	35%	-	*	*	17%	20%	*	45%	38%	45%	43%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**39%**	8%	35%	46%	-	*	*	50%	20%	63%	40%	39%	33%	36%
	2022	34%	35%	**36%**	18%	34%	45%	-	50%	*	25%	22%	17%	39%	31%	30%	23%
Reading and Mathematics Including EOC	2023	39%	41%	**39%**	8%	35%	46%	-	*	*	50%	20%	63%	40%	39%	33%	36%
	2022	36%	38%	**36%**	18%	34%	45%	-	50%	*	25%	22%	17%	39%	31%	30%	23%
Reading Including EOC	2023	53%	56%	**57%**	50%	53%	58%	-	*	*	67%	23%	75%	57%	56%	55%	60%
	2022	53%	54%	**53%**	29%	55%	58%	-	50%	*	50%	25%	67%	56%	46%	46%	55%
Math Including EOC	2023	47%	48%	**51%**	17%	42%	62%	-	*	*	61%	35%	75%	55%	44%	42%	40%
	2022	43%	46%	**48%**	18%	45%	59%	-	67%	*	31%	28%	17%	48%	48%	43%	41%

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

Texas Education Agency
2022-23 Progress (TAPR)
FOSTER VILLAGE EL (220902117) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**55%**	*	56%	55%	-	-	*	80%	14%	*	50%	63%	54%	63%
Grade 4 Mathematics	2023	63%	57%	**83%**	*	83%	88%	-	-	*	100%	68%	*	81%	87%	74%	81%
Grade 5 ELA/Reading	2023	65%	69%	**63%**	80%	62%	65%	-	-	*	33%	36%	*	61%	68%	61%	79%
Grade 5 Mathematics	2023	71%	72%	**47%**	40%	57%	38%	-	-	*	50%	55%	*	49%	41%	46%	50%
Grade 6 Mathematics	2023	54%	56%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades Both Subjects	2023	64%	65%	**62%**	44%	65%	61%	-	-	*	64%	43%	67%	60%	65%	58%	68%
All Grades ELA/Reading	2023	63%	65%	**59%**	50%	59%	61%	-	-	*	55%	25%	50%	56%	65%	58%	70%
All Grades Mathematics	2023	66%	66%	**64%**	39%	71%	61%	-	-	*	73%	61%	83%	64%	65%	59%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**36%**	*	43%	*	-	-	*	*	0%	-	29%	43%	13%	*
Grade 4 Mathematics	2023	27%	27%	**35%**	*	50%	*	-	-	-	*	11%	-	42%	25%	21%	60%
Grade 5 ELA/Reading	2023	37%	35%	**22%**	-	*	20%	-	-	-	*	0%	-	17%	*	33%	*
Grade 5 Mathematics	2023	48%	53%	**55%**	*	67%	*	-	-	-	*	*	-	71%	*	55%	*
All Grades Both Subjects	2023	38%	40%	**37%**	*	50%	13%	-	-	*	*	9%	-	41%	32%	31%	55%
All Grades ELA/Reading	2023	35%	39%	**30%**	*	40%	22%	-	-	*	*	0%	-	23%	40%	21%	*
All Grades Mathematics	2023	40%	41%	**42%**	*	55%	0%	-	-	-	*	17%	-	53%	25%	36%	57%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**79%**	-	-	-	-	-	-	71%	71%	-	-	-	79%	71%	100%
	2022	74%	76%	**78%**	-	-	-	-	-	-	79%	79%	-	100%	-	77%	79%	100%
At Meets Grade Level or Above	2023	49%	53%	**51%**	-	-	-	-	-	-	44%	44%	-	-	-	52%	44%	67%
	2022	48%	50%	**48%**	-	-	-	-	-	-	41%	41%	-	50%	-	49%	40%	78%
At Masters Grade Level	2023	20%	22%	**22%**	-	-	-	-	-	-	10%	10%	-	-	-	23%	10%	56%
	2022	23%	24%	**28%**	-	-	-	-	-	-	23%	23%	-	50%	-	28%	24%	56%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**81%**	-	-	-	-	-	-	86%	86%	-	-	-	79%	86%	*
	2022	75%	76%	**83%**	-	-	-	-	-	-	88%	88%	-	100%	-	82%	89%	*
At Meets Grade Level or Above	2023	53%	56%	**57%**	-	-	-	-	-	-	55%	55%	-	-	-	56%	55%	*
	2022	53%	53%	**53%**	-	-	-	-	-	-	47%	47%	-	60%	-	53%	50%	*
At Masters Grade Level	2023	20%	21%	**29%**	-	-	-	-	-	-	23%	23%	-	-	-	29%	23%	*
	2022	25%	25%	**36%**	-	-	-	-	-	-	24%	24%	-	60%	-	36%	28%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**78%**	-	-	-	-	-	-	68%	68%	-	-	-	79%	68%	*
	2022	72%	75%	**77%**	-	-	-	-	-	-	71%	71%	-	100%	-	77%	72%	*
At Meets Grade Level or Above	2023	45%	46%	**51%**	-	-	-	-	-	-	41%	41%	-	-	-	53%	41%	*
	2022	42%	44%	**48%**	-	-	-	-	-	-	35%	35%	-	40%	-	49%	33%	*
At Masters Grade Level	2023	19%	18%	**18%**	-	-	-	-	-	-	0%	0%	-	-	-	21%	0%	*
	2022	20%	21%	**22%**	-	-	-	-	-	-	18%	18%	-	40%	-	22%	17%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**76%**	-	-	-	-	-	-	*	*	-	-	-	80%	*	*
	2022	76%	78%	**64%**	-	-	-	-	-	-	80%	80%	-	*	-	63%	67%	*
At Meets Grade Level or Above	2023	47%	54%	**35%**	-	-	-	-	-	-	*	*	-	-	-	36%	*	*
	2022	47%	51%	**36%**	-	-	-	-	-	-	40%	40%	-	*	-	35%	33%	*
At Masters Grade Level	2023	18%	23%	**14%**	-	-	-	-	-	-	*	*	-	-	-	13%	*	*
	2022	21%	24%	**25%**	-	-	-	-	-	-	40%	40%	-	*	-	22%	33%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**62%**	-	-	-	-	-	-	71%	71%	-	-	-	61%	71%	58%
All Grades ELA/Reading	2023	63%	65%	**59%**	-	-	-	-	-	-	63%	63%	-	-	-	57%	63%	*
All Grades Mathematics	2023	66%	66%	**64%**	-	-	-	-	-	-	79%	79%	-	-	-	64%	79%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**37%**	-	-	-	-	-	-	55%	55%	-	-	-	33%	55%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

FOSTER VILLAGE EL (220902117) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**30%**	-	-	-	-	-	-	*	*	-	-	-	26%	*	-
All Grades Mathematics	2023	40%	41%	**42%**	-	-	-	-	-	-	57%	57%	-	-	-	38%	57%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	94%	100%	100%	-	100%	100%	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	**95%**	81%	100%	95%	-	25%	100%	100%	93%	90%	94%	96%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	14%	0%	5%	-	0%	0%	0%	5%	0%	3%	4%	3%	0%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	0%	0%	-	75%	0%	0%	0%	10%	2%	0%	1%	10%
Not Tested	1%	1%	**0%**	6%	0%	0%	-	0%	0%	0%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	3%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	3%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	94%	100%	100%	-	*	*	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	92%	91%	**94%**	75%	100%	95%	-	*	*	100%	93%	89%	94%	95%	94%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	19%	0%	5%	-	*	*	0%	5%	0%	3%	5%	4%	0%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	0%	0%	0%	-	*	*	0%	0%	11%	2%	0%	2%	11%
Not Tested	1%	1%	**1%**	6%	0%	0%	-	*	*	0%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	6%	0%	0%	-	*	*	0%	2%	0%	1%	0%	1%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	93%	100%	100%	-	*	*	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	94%	93%	**95%**	86%	100%	95%	-	*	*	100%	93%	89%	94%	98%	95%	89%
Not Included in Accountability: Mobile	5%	4%	**3%**	7%	0%	5%	-	*	*	0%	5%	0%	3%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	0%	0%	-	*	*	0%	0%	11%	2%	0%	2%	11%
Not Tested	1%	1%	**1%**	7%	0%	0%	-	*	*	0%	2%	0%	1%	0%	1%	0%
Absent	1%	0%	**1%**	7%	0%	0%	-	*	*	0%	2%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	83%	100%	94%	-	-	*	100%	92%	*	96%	95%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	17%	0%	6%	-	-	*	0%	8%	*	4%	5%	4%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	100%	100%	97%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	75%	93%	94%	-	100%	100%	100%	95%	100%	96%	85%	93%	100%
Not Included in Accountability: Mobile	5%	4%	**7%**	25%	7%	4%	-	0%	0%	0%	3%	0%	3%	15%	7%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	0%	0%	3%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	-	100%	*	100%	97%	100%	99%	100%	100%	100%
Included in Accountability	92%	93%	**92%**	74%	94%	94%	-	100%	*	100%	94%	100%	96%	84%	93%	100%
Not Included in Accountability: Mobile	5%	4%	**7%**	26%	6%	5%	-	0%	*	0%	3%	0%	3%	16%	7%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	0%	*	0%	3%	0%	1%	0%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	-	0%	*	0%	3%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	-	100%	*	100%	97%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	74%	94%	94%	-	100%	*	100%	94%	100%	96%	84%	93%	100%
Not Included in Accountability: Mobile	5%	5%	**7%**	26%	6%	5%	-	0%	*	0%	3%	0%	3%	16%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	0%	*	0%	3%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	0%	1%	-	0%	*	0%	3%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	83%	88%	100%	-	*	*	100%	100%	*	95%	91%	94%	100%
Not Included in Accountability: Mobile	4%	4%	**6%**	17%	12%	0%	-	*	*	0%	0%	*	5%	9%	6%	0%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.2%**	93.7%	94.7%	94.0%	-	95.8%	*	94.4%	92.5%	93.7%	95.5%
2020-21	95.0%	95.7%	**96.6%**	95.5%	96.3%	96.8%	*	98.8%	-	97.5%	95.2%	96.1%	97.2%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**17.2%**	25.6%	13.8%	17.9%	-	22.2%	*	7.7%	25.8%	18.0%	16.7%
2020-21	15.0%	12.4%	**9.4%**	17.9%	8.4%	9.2%	*	0.0%	-	4.8%	17.5%	11.2%	2.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	436	100.0%	22,581	5,504,150	439	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	3	0.7%	0.7%	0.5%
Pre-Kindergarten	51	11.7%	3.9%	4.4%	51	11.6%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	51	11.7%	3.4%	3.7%	51	11.6%	3.4%	3.7%
Kindergarten	65	14.9%	6.8%	6.7%	65	14.8%	6.8%	6.7%
Grade 1	61	14.0%	6.9%	7.2%	61	13.9%	6.9%	7.2%
Grade 2	63	14.4%	7.0%	7.2%	63	14.4%	7.0%	7.2%
Grade 3	60	13.8%	7.1%	7.2%	60	13.7%	7.1%	7.1%
Grade 4	65	14.9%	7.1%	7.2%	65	14.8%	7.1%	7.1%
Grade 5	71	16.3%	7.0%	7.2%	71	16.2%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	47	10.8%	9.8%	12.8%	47	10.7%	9.8%	12.8%
Hispanic	149	34.2%	45.6%	53.0%	150	34.2%	45.6%	52.9%
White	180	41.3%	35.3%	25.6%	182	41.5%	35.4%	25.7%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	20	4.6%	4.5%	5.1%	20	4.6%	4.5%	5.1%
Pacific Islander	4	0.9%	0.5%	0.2%	4	0.9%	0.5%	0.2%
Two or More Races	35	8.0%	3.9%	3.0%	35	8.0%	3.9%	3.0%
Sex:								
Female	217	49.8%	48.4%	48.8%	218	49.7%	48.3%	48.8%
Male	219	50.2%	51.6%	51.2%	221	50.3%	51.7%	51.2%
Economically Disadvantaged	315	72.2%	63.5%	62.1%	315	71.8%	63.4%	62.0%
Non-Educationally Disadvantaged	121	27.8%	36.5%	37.9%	124	28.2%	36.6%	38.0%
Section 504 Students	29	6.7%	9.6%	7.4%	29	6.6%	9.5%	7.4%
EB Students/EL	67	15.4%	25.0%	23.1%	67	15.3%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	37	8.5%	7.8%	5.5%	37	8.4%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	2	0.5%	0.8%	1.3%	2	0.5%	0.8%	1.3%
Immigrant	5	1.1%	2.0%	2.2%	5	1.1%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	436	100.0%	54.1%	64.6%	439	100.0%	54.1%	64.6%
Military Connected	5	1.1%	0.7%	3.6%	5	1.1%	0.7%	3.6%
At-Risk	297	68.1%	64.3%	53.3%	297	67.7%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	67	15.4%	24.8%	23.2%	67	15.3%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	24	5.5%	7.0%	8.2%	24	5.5%	7.0%	8.2%
Special Education	71	16.3%	12.6%	12.6%	74	16.9%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability Students with Intellectual Disabilities	22	31.0%	40.4%	44.1%				
Students with Physical Disabilities	30	42.3%	23.7%	20.0%				
Students with Autism	5	7.0%	18.0%	15.5%				
Students with Behavioral Disabilities	14	19.7%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	61	17.7%	14.4%	16.8%				
By Ethnicity: African American	18	5.2%	2.6%	3.3%				
Hispanic	16	4.6%	6.0%	8.7%				
White	26	7.5%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	1	0.3%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	11.3%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	10.8%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	46	21.3%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	70	20.3%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.9%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	3.5%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.0	20.3	18.7
Grade 1	19.7	20.3	19.1
Grade 2	20.0	19.5	19.1
Grade 3	19.4	19.3	19.3
Grade 4	20.9	21.1	19.4
Grade 5	23.0	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	44.5	100.0%	100.0%	100.0%
Professional Staff:	35.5	79.7%	67.6%	64.1%
Teachers	29.0	65.3%	50.4%	48.7%
Professional Support	4.4	10.0%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.5%	3.2%	3.3%
Educational Aides:	9.0	20.3%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	1.3	2.9%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	29.0	100.0%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	3.3	11.3%	23.2%	24.4%
Females	25.8	88.7%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	23.2	79.8%	72.1%	72.2%
Masters	5.9	20.2%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.9	13.4%	9.5%	9.7%
1-5 Years Experience	7.0	24.1%	23.2%	26.3%
6-10 Years Experience	7.1	24.5%	22.7%	20.5%
11-20 Years Experience	9.4	32.5%	27.9%	27.2%
21-30 Years Experience	1.6	5.5%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.0	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.7	6.1
Average Years Experience of Principals with District	1.0	6.7	5.3
Average Years Experience of Assistant Principals	6.0	6.4	5.2
Average Years Experience of Assistant Principals with District	6.0	5.1	4.4
Average Years Experience of Teachers:	9.9	11.5	11.0
Average Years Experience of Teachers with District:	7.6	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,670	$59,919	$53,300
1-5 Years Experience	$59,604	$60,212	$56,516
6-10 Years Experience	$60,977	$61,624	$59,732
11-20 Years Experience	$63,181	$64,485	$63,389
21-30 Years Experience	$67,201	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,393	$63,500	$60,717
Professional Support	$68,747	$76,823	$72,022
Campus Administration (School Leadership)	$82,599	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.9	17.0%	7.3%	3.2%
Gifted and Talented Education	0.7	2.3%	0.9%	1.7%
Regular Education	17.6	60.5%	63.5%	70.6%
Special Education	5.8	20.1%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: NORTH RIDGE EL

Campus Number: 220902118

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**89%**	86%	94%	89%	-	*	-	*	81%	*	88%	93%	85%	*
	2022	76%	77%	**93%**	100%	91%	98%	*	*	-	71%	92%	-	97%	69%	91%	71%
At Meets Grade Level or Above	2023	50%	51%	**61%**	14%	69%	64%	-	*	-	*	50%	*	62%	60%	48%	*
	2022	51%	52%	**77%**	83%	73%	83%	*	*	-	57%	67%	-	78%	69%	70%	57%
At Masters Grade Level	2023	20%	20%	**23%**	0%	19%	28%	-	*	-	*	0%	*	23%	20%	15%	*
	2022	30%	32%	**53%**	67%	45%	63%	*	*	-	29%	33%	-	53%	54%	42%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**83%**	57%	88%	83%	-	*	-	*	63%	*	82%	87%	74%	*
	2022	71%	72%	**88%**	83%	90%	93%	*	*	-	71%	83%	-	90%	77%	82%	57%
At Meets Grade Level or Above	2023	45%	44%	**48%**	29%	38%	51%	-	*	-	*	38%	*	45%	60%	26%	*
	2022	43%	44%	**65%**	50%	57%	76%	*	*	-	57%	58%	-	67%	54%	61%	29%
At Masters Grade Level	2023	19%	18%	**16%**	0%	13%	19%	-	*	-	*	6%	*	15%	20%	7%	*
	2022	21%	22%	**36%**	33%	29%	44%	*	*	-	43%	33%	-	36%	38%	18%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**91%**	100%	81%	95%	*	*	*	86%	72%	*	94%	82%	91%	83%
	2022	77%	79%	**89%**	*	90%	90%	-	-	-	*	59%	*	87%	100%	88%	83%
At Meets Grade Level or Above	2023	48%	50%	**68%**	75%	62%	73%	*	*	*	71%	39%	*	73%	47%	53%	50%
	2022	54%	54%	**63%**	*	55%	70%	-	-	-	*	18%	*	59%	79%	52%	17%
At Masters Grade Level	2023	22%	22%	**38%**	13%	24%	53%	*	*	*	29%	11%	*	41%	29%	26%	17%
	2022	28%	28%	**32%**	*	21%	45%	-	-	-	*	12%	*	34%	21%	20%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**81%**	88%	75%	88%	*	*	*	71%	61%	*	84%	71%	76%	67%
	2022	70%	71%	**76%**	*	70%	82%	-	-	-	*	47%	*	75%	79%	72%	67%
At Meets Grade Level or Above	2023	48%	44%	**58%**	63%	40%	70%	*	*	*	43%	44%	*	62%	41%	44%	50%
	2022	43%	42%	**51%**	*	50%	49%	-	-	-	*	24%	*	49%	57%	44%	33%
At Masters Grade Level	2023	22%	19%	**30%**	13%	20%	38%	*	*	*	29%	11%	*	37%	6%	18%	0%
	2022	23%	20%	**28%**	*	27%	31%	-	-	-	*	18%	*	30%	21%	20%	33%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**93%**	*	96%	92%	-	*	-	*	79%	*	92%	100%	90%	83%
	2022	81%	84%	**91%**	100%	85%	91%	-	*	-	100%	58%	*	92%	88%	100%	*
At Meets Grade Level or Above	2023	57%	61%	**68%**	*	64%	76%	-	*	-	*	32%	*	66%	79%	57%	50%
	2022	58%	60%	**78%**	83%	80%	74%	-	*	-	100%	42%	*	78%	81%	88%	*
At Masters Grade Level	2023	28%	32%	**44%**	*	43%	49%	-	*	-	*	5%	*	41%	57%	27%	50%
	2022	36%	39%	**65%**	50%	65%	65%	-	*	-	80%	25%	*	62%	75%	73%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**93%**	*	100%	86%	-	*	-	*	84%	*	93%	93%	97%	100%
	2022	77%	79%	**95%**	100%	90%	96%	-	*	-	100%	75%	*	97%	88%	100%	*
At Meets Grade Level or Above	2023	51%	51%	**54%**	*	52%	60%	-	*	-	*	42%	*	57%	43%	47%	83%
	2022	48%	48%	**68%**	67%	70%	62%	-	*	-	100%	50%	*	72%	50%	65%	*
At Masters Grade Level	2023	21%	22%	**22%**	*	24%	20%	-	*	-	*	5%	*	21%	29%	23%	50%
	2022	25%	24%	**38%**	67%	35%	38%	-	*	-	20%	25%	*	44%	13%	38%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**95%**	*	100%	95%	-	*	-	*	84%	*	93%	100%	90%	100%
	2022	66%	71%	**87%**	83%	80%	89%	-	*	-	100%	50%	*	90%	75%	88%	*
At Meets Grade Level or Above	2023	36%	42%	**71%**	*	71%	70%	-	*	-	*	47%	*	73%	64%	67%	83%
	2022	38%	43%	**75%**	67%	75%	72%	-	*	-	100%	42%	*	78%	63%	81%	*
At Masters Grade Level	2023	16%	19%	**40%**	*	25%	46%	-	*	-	*	11%	*	39%	43%	27%	33%
	2022	18%	20%	**35%**	50%	30%	37%	-	*	-	40%	17%	*	37%	31%	35%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	73%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	39%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2022	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**89%**	81%	92%	89%	*	100%	*	86%	75%	67%	89%	89%	86%	83%
	2022	74%	76%	**89%**	87%	85%	91%	*	83%	-	88%	65%	91%	90%	82%	89%	79%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**61%**	45%	58%	66%	*	64%	*	66%	42%	22%	63%	56%	49%	56%
	2022	48%	50%	**68%**	66%	64%	69%	*	67%	-	79%	40%	73%	69%	65%	66%	53%
At Masters Grade Level	2023	20%	22%	**31%**	14%	25%	36%	*	45%	*	28%	7%	0%	31%	28%	21%	28%
	2022	23%	24%	**41%**	42%	35%	46%	*	8%	-	39%	22%	55%	42%	36%	35%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**91%**	89%	91%	92%	*	100%	*	85%	77%	*	91%	91%	89%	80%
	2022	75%	76%	**91%**	94%	89%	93%	*	80%	-	86%	68%	*	92%	86%	93%	82%
At Meets Grade Level or Above	2023	53%	56%	**66%**	42%	65%	70%	*	60%	*	77%	40%	*	67%	61%	53%	47%
	2022	53%	53%	**73%**	75%	68%	76%	*	60%	-	71%	39%	*	72%	77%	70%	53%
At Masters Grade Level	2023	20%	21%	**35%**	11%	31%	42%	*	40%	*	23%	6%	*	35%	35%	23%	33%
	2022	25%	25%	**50%**	44%	41%	58%	*	20%	-	43%	22%	*	50%	51%	45%	35%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**86%**	79%	89%	85%	*	100%	*	85%	70%	*	86%	83%	82%	80%
	2022	72%	75%	**86%**	81%	82%	91%	*	80%	-	86%	66%	*	88%	81%	85%	71%
At Meets Grade Level or Above	2023	45%	46%	**54%**	47%	45%	60%	*	60%	*	46%	42%	*	55%	48%	40%	53%
	2022	42%	44%	**61%**	56%	58%	62%	*	60%	-	79%	41%	*	63%	53%	57%	47%
At Masters Grade Level	2023	19%	18%	**23%**	11%	20%	26%	*	40%	*	23%	8%	*	25%	17%	16%	20%
	2022	20%	21%	**34%**	38%	30%	38%	*	0%	-	36%	24%	*	36%	23%	25%	24%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**95%**	*	100%	95%	-	*	-	*	84%	*	93%	100%	90%	100%
	2022	76%	78%	**87%**	83%	80%	89%	-	*	-	100%	50%	*	90%	75%	88%	*
At Meets Grade Level or Above	2023	47%	54%	**71%**	*	71%	70%	-	*	-	*	47%	*	73%	64%	67%	83%
	2022	47%	51%	**75%**	67%	75%	72%	-	*	-	100%	42%	*	78%	63%	81%	*
At Masters Grade Level	2023	18%	23%	**40%**	*	25%	46%	-	*	-	*	11%	*	39%	43%	27%	33%
	2022	21%	24%	**35%**	50%	30%	37%	-	*	-	40%	17%	*	37%	31%	35%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**43%**	14%	31%	47%	-	*	-	*	31%	*	42%	47%	19%	*
	2022	36%	38%	**60%**	50%	50%	73%	*	*	-	57%	50%	-	62%	54%	55%	14%
Reading and Mathematics Including EOC	2023	37%	37%	**43%**	14%	31%	47%	-	*	-	*	31%	*	42%	47%	19%	*
	2022	36%	38%	**60%**	50%	50%	73%	*	*	-	57%	50%	-	62%	54%	55%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**61%**	14%	69%	64%	-	*	-	*	50%	*	62%	60%	48%	*
	2022	51%	52%	**77%**	83%	73%	83%	*	*	-	57%	67%	-	78%	69%	70%	57%
Math Including EOC	2023	45%	44%	**48%**	29%	38%	51%	-	*	-	*	38%	*	45%	60%	26%	*
	2022	43%	45%	**65%**	50%	59%	76%	*	*	-	57%	58%	-	68%	54%	61%	29%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**52%**	63%	43%	60%	*	*	*	29%	39%	*	56%	35%	38%	50%
	2022	36%	34%	**43%**	*	38%	45%	-	-	-	*	12%	*	41%	50%	28%	17%
Reading and Mathematics Including EOC	2023	38%	37%	**52%**	63%	43%	60%	*	*	*	29%	39%	*	56%	35%	38%	50%
	2022	36%	34%	**43%**	*	38%	45%	-	-	-	*	12%	*	41%	50%	28%	17%
Reading Including EOC	2023	48%	50%	**68%**	75%	62%	73%	*	*	*	71%	39%	*	73%	47%	53%	50%
	2022	54%	54%	**63%**	*	55%	70%	-	-	-	*	18%	*	59%	79%	52%	17%
Math Including EOC	2023	48%	44%	**58%**	63%	43%	70%	*	*	*	43%	44%	*	63%	41%	44%	50%
	2022	43%	42%	**51%**	*	48%	50%	-	-	-	*	24%	*	49%	57%	44%	33%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**43%**	*	39%	50%	-	*	-	*	21%	*	43%	43%	30%	50%
	2022	41%	41%	**63%**	67%	60%	58%	-	*	-	100%	27%	*	66%	50%	65%	*
Reading and Mathematics Including EOC	2023	43%	45%	**43%**	*	39%	50%	-	*	-	*	21%	*	43%	43%	30%	50%
	2022	41%	41%	**63%**	67%	60%	58%	-	*	-	100%	27%	*	66%	50%	65%	*
Reading Including EOC	2023	57%	61%	**68%**	*	64%	76%	-	*	-	*	32%	*	66%	79%	57%	50%
	2022	58%	60%	**78%**	83%	80%	73%	-	*	-	100%	36%	*	77%	81%	88%	*
Math Including EOC	2023	51%	51%	**54%**	*	50%	61%	-	*	-	*	42%	*	57%	43%	47%	83%
	2022	48%	48%	**67%**	67%	70%	60%	-	*	-	100%	45%	*	71%	50%	65%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**46%**	37%	38%	52%	*	60%	*	38%	30%	*	47%	41%	30%	40%
	2022	34%	35%	**56%**	56%	48%	59%	*	40%	-	71%	28%	*	57%	51%	50%	35%
Reading and Mathematics Including EOC	2023	39%	41%	**46%**	37%	38%	52%	*	60%	*	38%	30%	*	47%	41%	30%	40%
	2022	36%	38%	**56%**	56%	48%	59%	*	40%	-	71%	28%	*	57%	51%	50%	35%
Reading Including EOC	2023	53%	56%	**66%**	42%	65%	70%	*	60%	*	77%	40%	*	67%	61%	53%	47%
	2022	53%	54%	**73%**	75%	68%	75%	*	60%	-	71%	38%	*	72%	77%	70%	53%
Math Including EOC	2023	47%	48%	**54%**	47%	45%	60%	*	60%	*	46%	42%	*	55%	48%	40%	53%
	2022	43%	46%	**61%**	56%	58%	62%	*	60%	-	79%	40%	*	63%	53%	57%	47%

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

Texas Education Agency
2022-23 Progress (TAPR)
NORTH RIDGE EL (220902118) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**61%**	38%	52%	72%	*	*	*	57%	21%	*	62%	56%	53%	50%
Grade 4 Mathematics	2023	63%	57%	**59%**	75%	45%	65%	*	*	*	43%	50%	*	66%	35%	57%	75%
Grade 5 ELA/Reading	2023	65%	69%	**80%**	*	80%	79%	-	-	-	*	69%	*	80%	81%	76%	75%
Grade 5 Mathematics	2023	71%	72%	**67%**	*	69%	64%	-	-	-	*	69%	*	71%	44%	80%	100%
Grade 6 Mathematics	2023	54%	56%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades Both Subjects	2023	64%	65%	**66%**	64%	64%	70%	*	*	*	56%	53%	*	70%	51%	65%	75%
All Grades ELA/Reading	2023	63%	65%	**69%**	45%	68%	75%	*	*	*	67%	46%	*	70%	64%	63%	63%
All Grades Mathematics	2023	66%	66%	**63%**	82%	59%	65%	*	*	*	44%	60%	*	69%	38%	67%	88%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**40%**	-	*	*	-	-	-	*	*	-	*	*	*	*
Grade 4 Mathematics	2023	27%	27%	**25%**	*	*	*	*	-	*	*	17%	*	29%	20%	38%	*
Grade 5 ELA/Reading	2023	37%	35%	**43%**	*	*	*	-	-	-	-	43%	-	43%	-	*	*
Grade 5 Mathematics	2023	48%	53%	**76%**	*	100%	43%	-	-	-	-	70%	-	80%	*	89%	*
All Grades Both Subjects	2023	38%	40%	**51%**	60%	69%	36%	*	-	*	*	46%	*	60%	27%	58%	43%
All Grades ELA/Reading	2023	35%	39%	**42%**	*	40%	*	-	-	-	*	38%	-	50%	*	43%	*
All Grades Mathematics	2023	40%	41%	**55%**	*	82%	30%	*	-	*	*	50%	*	64%	29%	65%	60%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**89%**	-	-	-	-	-	-	81%	81%	-	-	*	90%	82%	*
	2022	74%	76%	**89%**	*	-	-	-	*	-	74%	74%	-	-	*	89%	78%	*
At Meets Grade Level or Above	2023	49%	53%	**61%**	-	-	-	-	-	-	48%	48%	-	-	*	62%	52%	*
	2022	48%	50%	**68%**	*	-	-	-	*	-	42%	42%	-	-	*	69%	50%	*
At Masters Grade Level	2023	20%	22%	**31%**	-	-	-	-	-	-	26%	26%	-	-	*	31%	24%	*
	2022	23%	24%	**41%**	*	-	-	-	*	-	23%	23%	-	-	*	42%	25%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**91%**	-	-	-	-	-	-	77%	77%	-	-	*	92%	79%	*
	2022	75%	76%	**91%**	*	-	-	-	*	-	79%	79%	-	-	*	92%	81%	*
At Meets Grade Level or Above	2023	53%	56%	**66%**	-	-	-	-	-	-	38%	38%	-	-	*	67%	43%	*
	2022	53%	53%	**73%**	*	-	-	-	*	-	43%	43%	-	-	*	74%	50%	*
At Masters Grade Level	2023	20%	21%	**35%**	-	-	-	-	-	-	31%	31%	-	-	*	35%	29%	*
	2022	25%	25%	**50%**	*	-	-	-	*	-	21%	21%	-	-	*	51%	31%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**86%**	-	-	-	-	-	-	77%	77%	-	-	*	86%	79%	*
	2022	72%	75%	**86%**	*	-	-	-	*	-	64%	64%	-	-	*	88%	69%	*
At Meets Grade Level or Above	2023	45%	46%	**54%**	-	-	-	-	-	-	46%	46%	-	-	*	54%	50%	*
	2022	42%	44%	**61%**	*	-	-	-	*	-	36%	36%	-	-	*	62%	44%	*
At Masters Grade Level	2023	19%	18%	**23%**	-	-	-	-	-	-	15%	15%	-	-	*	23%	14%	*
	2022	20%	21%	**34%**	*	-	-	-	*	-	21%	21%	-	-	*	35%	19%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**95%**	-	-	-	-	-	-	100%	100%	-	-	-	94%	100%	*
	2022	76%	78%	**87%**	*	-	-	-	*	-	*	*	-	-	-	87%	*	-
At Meets Grade Level or Above	2023	47%	54%	**71%**	-	-	-	-	-	-	80%	80%	-	-	-	70%	80%	*
	2022	47%	51%	**75%**	*	-	-	-	*	-	*	*	-	-	-	75%	*	-
At Masters Grade Level	2023	18%	23%	**40%**	-	-	-	-	-	-	40%	40%	-	-	-	40%	40%	*
	2022	21%	24%	**35%**	*	-	-	-	*	-	*	*	-	-	-	36%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**66%**	-	-	-	-	-	-	75%	75%	-	-	*	66%	73%	*
All Grades ELA/Reading	2023	63%	65%	**69%**	-	-	-	-	-	-	65%	65%	-	-	*	70%	59%	*
All Grades Mathematics	2023	66%	66%	**63%**	-	-	-	-	-	-	85%	85%	-	-	*	61%	86%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**51%**	-	-	-	-	-	-	43%	43%	-	-	-	53%	43%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NORTH RIDGE EL (220902118) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**42%**	-	-	-	-	-	-	*	*	-	-	-	50%	*	-
All Grades Mathematics	2023	40%	41%	**55%**	-	-	-	-	-	-	60%	60%	-	-	-	54%	60%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	93%	96%	95%	*	73%	*	100%	98%	82%	97%	88%	96%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	4%	*	0%	*	0%	2%	18%	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	0%	0%	*	27%	*	0%	0%	0%	1%	0%	1%	10%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	95%	96%	95%	*	71%	*	100%	98%	80%	97%	88%	96%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	4%	5%	*	0%	*	0%	2%	20%	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	0%	0%	*	29%	*	0%	0%	0%	1%	0%	1%	12%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	93%	**95%**	95%	96%	95%	*	71%	*	100%	98%	80%	96%	88%	96%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	5%	4%	5%	*	0%	*	0%	2%	20%	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	0%	0%	*	29%	*	0%	0%	0%	1%	0%	1%	12%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	80%	97%	97%	-	*	-	*	95%	*	98%	88%	97%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	20%	3%	3%	-	*	-	*	5%	*	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	84%	99%	95%	*	100%	-	100%	96%	69%	98%	87%	98%	100%
Not Included in Accountability: Mobile	5%	4%	**4%**	16%	1%	5%	*	0%	-	0%	2%	31%	2%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	92%	93%	**96%**	84%	99%	95%	*	100%	-	100%	95%	67%	98%	86%	98%	100%
Not Included in Accountability: Mobile	5%	4%	**4%**	16%	1%	4%	*	0%	-	0%	2%	33%	2%	14%	2%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	84%	99%	95%	*	100%	-	100%	95%	67%	98%	86%	98%	100%
Not Included in Accountability: Mobile	5%	5%	**4%**	16%	1%	4%	*	0%	-	0%	2%	33%	2%	14%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	1%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	**95%**	86%	100%	94%	-	*	-	100%	100%	*	95%	94%	100%	*
Not Included in Accountability: Mobile	4%	4%	**5%**	14%	0%	6%	-	*	-	0%	0%	*	5%	6%	0%	*

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**95.2%**	96.7%	94.5%	95.4%	*	97.0%	-	93.9%	94.2%	93.9%	96.1%
2020-21	95.0%	95.7%	**97.2%**	96.6%	96.8%	97.4%	97.0%	97.1%	-	96.8%	96.6%	96.2%	97.8%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**13.3%**	7.1%	21.9%	10.0%	*	0.0%	-	21.7%	17.3%	22.3%	10.5%
2020-21	15.0%	12.4%	**4.9%**	9.4%	8.4%	2.4%	0.0%	9.1%	-	9.5%	4.9%	7.2%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	490	100.0%	22,581	5,504,150	495	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	4	0.8%	0.7%	0.5%
Pre-Kindergarten	22	4.5%	3.9%	4.4%	22	4.4%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	22	4.5%	3.4%	3.7%	22	4.4%	3.4%	3.7%
Kindergarten	71	14.5%	6.8%	6.7%	71	14.3%	6.8%	6.7%
Grade 1	79	16.1%	6.9%	7.2%	79	16.0%	6.9%	7.2%
Grade 2	82	16.7%	7.0%	7.2%	82	16.6%	7.0%	7.2%
Grade 3	76	15.5%	7.1%	7.2%	76	15.4%	7.1%	7.1%
Grade 4	86	17.6%	7.1%	7.2%	86	17.4%	7.1%	7.1%
Grade 5	74	15.1%	7.0%	7.2%	75	15.2%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	32	6.5%	9.8%	12.8%	32	6.5%	9.8%	12.8%
Hispanic	137	28.0%	45.6%	53.0%	139	28.1%	45.6%	52.9%
White	264	53.9%	35.3%	25.6%	267	53.9%	35.4%	25.7%
American Indian	3	0.6%	0.4%	0.3%	3	0.6%	0.4%	0.3%
Asian	16	3.3%	4.5%	5.1%	16	3.2%	4.5%	5.1%
Pacific Islander	2	0.4%	0.5%	0.2%	2	0.4%	0.5%	0.2%
Two or More Races	36	7.3%	3.9%	3.0%	36	7.3%	3.9%	3.0%
Sex:								
Female	235	48.0%	48.4%	48.8%	238	48.1%	48.3%	48.8%
Male	255	52.0%	51.6%	51.2%	257	51.9%	51.7%	51.2%
Economically Disadvantaged	203	41.4%	63.5%	62.1%	204	41.2%	63.4%	62.0%
Non-Educationally Disadvantaged	287	58.6%	36.5%	37.9%	291	58.8%	36.6%	38.0%
Section 504 Students	43	8.8%	9.6%	7.4%	43	8.7%	9.5%	7.4%
EB Students/EL	26	5.3%	25.0%	23.1%	26	5.3%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	30	6.1%	7.8%	5.5%	30	6.1%	7.8%	5.5%
Foster Care	4	0.8%	0.2%	0.2%	4	0.8%	0.2%	0.2%
Homeless	4	0.8%	0.8%	1.3%	4	0.8%	0.8%	1.3%
Immigrant	3	0.6%	2.0%	2.2%	3	0.6%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	4	0.8%	54.1%	64.6%	4	0.8%	54.1%	64.6%
Military Connected	8	1.6%	0.7%	3.6%	8	1.6%	0.7%	3.6%
At-Risk	234	47.8%	64.3%	53.3%	235	47.5%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	25	5.1%	24.8%	23.2%	25	5.1%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	42	8.6%	7.0%	8.2%	42	8.5%	7.0%	8.2%
Special Education	85	17.3%	12.6%	12.6%	90	18.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability Students with Intellectual Disabilities	32	37.6%	40.4%	44.1%				
Students with Physical Disabilities	25	29.4%	23.7%	20.0%				
Students with Autism	14	16.5%	18.0%	15.5%				
Students with Behavioral Disabilities	14	16.5%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	31	7.6%	14.4%	16.8%				
By Ethnicity: African American	7	1.7%	2.6%	3.3%				
Hispanic	5	1.2%	6.0%	8.7%				
White	18	4.4%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.2%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	9.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	13	9.2%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	60	14.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	5.7%	3.0%	1.5%	7.7%	5.6%	4.5%
Grade 1	1.6%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.0	20.3	18.7
Grade 1	19.2	20.3	19.1
Grade 2	19.0	19.5	19.1
Grade 3	17.5	19.3	19.3
Grade 4	19.7	21.1	19.4
Grade 5	23.4	21.4	20.8
Grade 6	1.0	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
NORTH RIDGE EL (220902118) - BIRDVILLE ISD - TARRANT COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	52.4	100.0%	100.0%	100.0%
Professional Staff:	40.5	77.3%	67.6%	64.1%
Teachers	33.2	63.3%	50.4%	48.7%
Professional Support	5.3	10.2%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	3.8%	3.2%	3.3%
Educational Aides:	11.9	22.7%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	6.6	12.6%	31.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.0%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	30.2	91.0%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	2.0	6.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	0.5	1.5%	23.2%	24.4%
Females	32.7	98.5%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	27.2	82.1%	72.1%	72.2%
Masters	5.9	17.9%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.0%	9.5%	9.7%
1-5 Years Experience	6.5	19.5%	23.2%	26.3%
6-10 Years Experience	5.4	16.4%	22.7%	20.5%
11-20 Years Experience	9.4	28.5%	27.9%	27.2%
21-30 Years Experience	9.8	29.6%	13.5%	13.3%
Over 30 Years Experience	0.0	0.0%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.7	6.1
Average Years Experience of Principals with District	12.0	6.7	5.3
Average Years Experience of Assistant Principals	14.0	6.4	5.2
Average Years Experience of Assistant Principals with District	14.0	5.1	4.4
Average Years Experience of Teachers:	14.1	11.5	11.0
Average Years Experience of Teachers with District:	10.5	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,738	$59,919	$53,300
1-5 Years Experience	$64,427	$60,212	$56,516
6-10 Years Experience	$60,839	$61,624	$59,732
11-20 Years Experience	$64,272	$64,485	$63,389
21-30 Years Experience	$68,529	$69,454	$67,876
Over 30 Years Experience	-	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,664	$63,500	$60,717
Professional Support	$68,336	$76,823	$72,022
Campus Administration (School Leadership)	$98,639	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	2.1	6.2%	7.3%	3.2%
Gifted and Talented Education	0.7	2.0%	0.9%	1.7%
Regular Education	24.4	73.6%	63.5%	70.6%
Special Education	5.8	17.5%	10.8%	9.7%
Other	0.2	0.7%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: JOHN D SPICER EL

Campus Number: 220902119

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**72%**	60%	72%	93%	-	50%	-	*	40%	*	81%	62%	68%	67%
	2022	76%	77%	**70%**	58%	45%	87%	-	*	-	*	40%	-	72%	67%	71%	67%
At Meets Grade Level or Above	2023	50%	51%	**58%**	53%	44%	80%	-	50%	-	*	20%	*	71%	42%	52%	56%
	2022	51%	52%	**41%**	25%	36%	53%	-	*	-	*	0%	-	38%	47%	29%	17%
At Masters Grade Level	2023	20%	20%	**33%**	20%	28%	47%	-	33%	-	*	0%	*	45%	19%	30%	22%
	2022	30%	32%	**30%**	17%	18%	40%	-	*	-	*	0%	-	31%	27%	21%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**68%**	47%	56%	93%	-	83%	-	*	40%	*	74%	62%	66%	89%
	2022	71%	72%	**68%**	75%	55%	73%	-	*	-	*	40%	-	66%	73%	67%	67%
At Meets Grade Level or Above	2023	45%	44%	**49%**	40%	39%	67%	-	50%	-	*	40%	*	58%	38%	48%	44%
	2022	43%	44%	**45%**	25%	36%	67%	-	*	-	*	0%	-	41%	53%	42%	33%
At Masters Grade Level	2023	19%	18%	**25%**	20%	17%	40%	-	17%	-	*	0%	*	35%	12%	23%	11%
	2022	21%	22%	**20%**	8%	0%	40%	-	*	-	*	0%	-	14%	33%	17%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**83%**	70%	100%	83%	-	*	-	*	*	*	88%	78%	83%	*
	2022	77%	79%	**80%**	83%	63%	93%	-	80%	-	*	45%	*	76%	85%	73%	73%
At Meets Grade Level or Above	2023	48%	50%	**49%**	30%	55%	67%	-	*	-	*	*	*	65%	33%	43%	*
	2022	54%	54%	**61%**	61%	44%	73%	-	80%	-	*	36%	*	62%	59%	51%	55%
At Masters Grade Level	2023	22%	22%	**20%**	10%	9%	42%	-	*	-	*	*	*	24%	17%	17%	*
	2022	28%	28%	**32%**	44%	19%	33%	-	40%	-	*	18%	*	31%	33%	30%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**74%**	80%	82%	75%	-	*	-	*	*	*	76%	72%	74%	*
	2022	70%	71%	**71%**	72%	56%	80%	-	80%	-	*	36%	*	72%	70%	57%	73%
At Meets Grade Level or Above	2023	48%	44%	**51%**	50%	36%	75%	-	*	-	*	*	*	59%	44%	52%	*
	2022	43%	42%	**46%**	50%	25%	47%	-	80%	-	*	27%	*	48%	44%	38%	45%
At Masters Grade Level	2023	22%	19%	**29%**	10%	18%	58%	-	*	-	*	*	*	35%	22%	35%	*
	2022	23%	20%	**25%**	33%	13%	13%	-	60%	-	*	0%	*	17%	33%	19%	18%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**93%**	93%	84%	100%	-	100%	-	*	70%	*	86%	100%	90%	83%
	2022	81%	84%	**88%**	79%	82%	95%	-	100%	*	*	43%	*	94%	80%	87%	92%
At Meets Grade Level or Above	2023	57%	61%	**80%**	87%	68%	86%	-	100%	-	*	50%	*	69%	92%	76%	83%
	2022	58%	60%	**62%**	58%	36%	70%	-	83%	*	*	29%	*	71%	48%	70%	67%
At Masters Grade Level	2023	28%	32%	**49%**	47%	53%	43%	-	80%	-	*	20%	*	41%	58%	43%	50%
	2022	36%	39%	**47%**	53%	27%	55%	-	33%	*	*	29%	*	51%	40%	50%	33%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**96%**	93%	95%	100%	-	100%	-	*	80%	*	93%	100%	95%	100%
	2022	77%	79%	**93%**	89%	91%	100%	-	100%	*	*	57%	*	97%	88%	97%	91%
At Meets Grade Level or Above	2023	51%	51%	**76%**	73%	58%	93%	-	100%	-	*	60%	*	72%	81%	71%	67%
	2022	48%	48%	**58%**	50%	64%	65%	-	50%	*	*	29%	*	71%	40%	62%	45%
At Masters Grade Level	2023	21%	22%	**35%**	33%	32%	21%	-	100%	-	*	20%	*	34%	35%	26%	50%
	2022	25%	24%	**37%**	39%	36%	45%	-	17%	*	*	14%	*	41%	32%	45%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**87%**	93%	74%	93%	-	100%	-	*	70%	*	83%	92%	86%	83%
	2022	66%	71%	**80%**	68%	91%	90%	-	83%	*	*	29%	*	83%	76%	80%	67%
At Meets Grade Level or Above	2023	36%	42%	**64%**	73%	47%	64%	-	100%	-	*	50%	*	59%	69%	60%	50%
	2022	38%	43%	**55%**	47%	36%	75%	-	67%	*	*	29%	*	69%	36%	63%	42%
At Masters Grade Level	2023	16%	19%	**38%**	33%	21%	43%	-	100%	-	*	0%	*	31%	46%	31%	50%
	2022	18%	20%	**28%**	16%	0%	60%	-	17%	*	*	29%	*	31%	24%	27%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**82%**	77%	79%	92%	-	79%	-	86%	63%	100%	83%	81%	80%	80%
	2022	74%	76%	**80%**	76%	68%	89%	-	88%	*	79%	42%	82%	81%	78%	75%	77%
At Meets Grade Level or Above	2023	49%	53%	**62%**	60%	50%	76%	-	72%	-	57%	40%	70%	65%	59%	59%	52%
	2022	48%	50%	**53%**	47%	39%	65%	-	65%	*	58%	25%	55%	58%	47%	51%	46%
At Masters Grade Level	2023	20%	22%	**34%**	26%	27%	42%	-	59%	-	29%	8%	0%	36%	31%	30%	27%
	2022	23%	24%	**32%**	32%	16%	43%	-	32%	*	32%	13%	36%	32%	32%	30%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**82%**	75%	83%	93%	-	67%	-	83%	58%	*	84%	80%	80%	68%
	2022	75%	76%	**81%**	76%	63%	92%	-	93%	*	100%	43%	*	82%	79%	77%	79%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	56%	**64%**	60%	56%	78%	-	67%	-	50%	32%	*	69%	59%	60%	58%
	2022	53%	53%	**56%**	51%	39%	66%	-	71%	*	63%	26%	*	58%	52%	52%	52%
At Masters Grade Level	2023	20%	21%	**36%**	28%	33%	44%	-	50%	-	33%	11%	*	39%	33%	32%	26%
	2022	25%	25%	**37%**	41%	21%	44%	-	36%	*	38%	17%	*	39%	34%	34%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**80%**	73%	77%	90%	-	83%	-	83%	63%	*	82%	79%	79%	89%
	2022	72%	75%	**79%**	79%	66%	86%	-	86%	*	75%	43%	*	79%	78%	72%	79%
At Meets Grade Level or Above	2023	45%	46%	**60%**	55%	46%	78%	-	67%	-	67%	42%	*	64%	56%	58%	47%
	2022	42%	44%	**50%**	44%	39%	60%	-	57%	*	63%	22%	*	54%	45%	47%	43%
At Masters Grade Level	2023	19%	18%	**29%**	23%	23%	39%	-	50%	-	17%	11%	*	35%	23%	27%	21%
	2022	20%	21%	**28%**	29%	16%	34%	-	36%	*	25%	4%	*	25%	33%	27%	18%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**87%**	93%	74%	93%	-	100%	-	*	70%	*	83%	92%	86%	83%
	2022	76%	78%	**80%**	68%	91%	90%	-	83%	*	*	29%	*	83%	76%	80%	67%
At Meets Grade Level or Above	2023	47%	54%	**64%**	73%	47%	64%	-	100%	-	*	50%	*	59%	69%	60%	50%
	2022	47%	51%	**55%**	47%	36%	75%	-	67%	*	*	29%	*	69%	36%	63%	42%
At Masters Grade Level	2023	18%	23%	**38%**	33%	21%	43%	-	100%	-	*	0%	*	31%	46%	31%	50%
	2022	21%	24%	**28%**	16%	0%	60%	-	17%	*	*	29%	*	31%	24%	27%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**42%**	40%	33%	60%	-	17%	-	*	20%	*	55%	27%	39%	22%
	2022	36%	38%	**35%**	8%	27%	57%	-	*	-	*	0%	-	31%	43%	26%	20%
Reading and Mathematics Including EOC	2023	37%	37%	**42%**	40%	33%	60%	-	17%	-	*	20%	*	55%	27%	39%	22%
	2022	36%	38%	**35%**	8%	27%	57%	-	*	-	*	0%	-	31%	43%	26%	20%
Reading Including EOC	2023	50%	51%	**58%**	53%	44%	80%	-	50%	-	*	20%	*	71%	42%	52%	56%
	2022	51%	52%	**42%**	25%	36%	57%	-	*	-	*	0%	-	38%	50%	30%	20%
Math Including EOC	2023	45%	44%	**49%**	40%	39%	67%	-	50%	-	*	40%	*	58%	38%	48%	44%
	2022	43%	45%	**47%**	25%	36%	71%	-	*	-	*	0%	-	41%	57%	43%	40%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**40%**	20%	36%	67%	-	*	-	*	*	*	53%	28%	39%	*
	2022	36%	34%	**38%**	39%	19%	40%	-	80%	-	*	27%	*	41%	33%	30%	36%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	37%	**40%**	20%	36%	67%	-	*	-	*	*	*	53%	28%	39%	*
	2022	36%	34%	**38%**	39%	19%	40%	-	80%	-	*	27%	*	41%	33%	30%	36%
Reading Including EOC	2023	48%	50%	**49%**	30%	55%	67%	-	*	-	*	*	*	65%	33%	43%	*
	2022	54%	54%	**61%**	61%	44%	73%	-	80%	-	*	36%	*	62%	59%	51%	55%
Math Including EOC	2023	48%	44%	**51%**	50%	36%	75%	-	*	-	*	*	*	59%	44%	52%	*
	2022	43%	42%	**46%**	50%	25%	47%	-	80%	-	*	27%	*	48%	44%	38%	45%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**71%**	73%	58%	79%	-	100%	-	*	50%	*	66%	77%	67%	67%
	2022	41%	41%	**49%**	50%	36%	55%	-	50%	*	*	29%	*	62%	32%	52%	36%
Reading and Mathematics Including EOC	2023	43%	45%	**71%**	73%	58%	79%	-	100%	-	*	50%	*	66%	77%	67%	67%
	2022	41%	41%	**49%**	50%	36%	55%	-	50%	*	*	29%	*	62%	32%	52%	36%
Reading Including EOC	2023	57%	61%	**80%**	87%	68%	86%	-	100%	-	*	50%	*	69%	92%	76%	83%
	2022	58%	60%	**62%**	58%	36%	70%	-	83%	*	*	29%	*	71%	48%	70%	67%
Math Including EOC	2023	51%	51%	**76%**	73%	58%	93%	-	100%	-	*	60%	*	72%	81%	71%	67%
	2022	48%	48%	**58%**	50%	64%	65%	-	50%	*	*	29%	*	71%	40%	62%	45%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**52%**	48%	44%	68%	-	50%	-	50%	32%	*	58%	46%	50%	37%
	2022	34%	35%	**41%**	35%	26%	51%	-	57%	*	50%	22%	*	46%	35%	36%	33%
Reading and Mathematics Including EOC	2023	39%	41%	**52%**	48%	44%	68%	-	50%	-	50%	32%	*	58%	46%	50%	37%
	2022	36%	38%	**41%**	35%	26%	51%	-	57%	*	50%	22%	*	46%	35%	36%	33%
Reading Including EOC	2023	53%	56%	**64%**	60%	56%	78%	-	67%	-	50%	32%	*	69%	59%	60%	58%
	2022	53%	54%	**56%**	51%	39%	67%	-	71%	*	63%	26%	*	58%	53%	52%	54%
Math Including EOC	2023	47%	48%	**60%**	55%	46%	78%	-	67%	-	67%	42%	*	64%	56%	58%	47%
	2022	43%	46%	**51%**	44%	39%	61%	-	57%	*	63%	22%	*	54%	45%	47%	44%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**72%**	50%	91%	75%	-	-	-	*	*	*	76%	67%	71%	*
Grade 4 Mathematics	2023	63%	57%	**83%**	75%	86%	88%	-	-	-	*	*	*	88%	77%	86%	*
Grade 5 ELA/Reading	2023	65%	69%	**87%**	77%	92%	92%	-	100%	-	*	60%	*	79%	96%	85%	100%
Grade 5 Mathematics	2023	71%	72%	**93%**	90%	95%	96%	-	100%	-	*	90%	*	88%	98%	94%	100%
All Grades Both Subjects	2023	64%	65%	**85%**	76%	92%	88%	-	100%	-	42%	68%	100%	83%	88%	86%	85%
All Grades ELA/Reading	2023	63%	65%	**81%**	67%	92%	84%	-	100%	-	*	57%	*	78%	85%	81%	80%
All Grades Mathematics	2023	66%	66%	**89%**	85%	92%	92%	-	100%	-	*	79%	*	88%	90%	91%	90%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**55%**	40%	*	*	-	-	-	-	*	-	*	57%	63%	*
Grade 4 Mathematics	2023	27%	27%	**33%**	*	*	*	-	-	-	*	*	-	33%	33%	38%	*
Grade 5 ELA/Reading	2023	37%	35%	**56%**	*	57%	-	-	-	-	-	*	*	33%	*	56%	*
Grade 5 Mathematics	2023	48%	53%	**87%**	*	89%	*	-	-	-	-	60%	*	75%	100%	87%	*
All Grades Both Subjects	2023	38%	40%	**60%**	53%	75%	29%	-	-	-	*	44%	*	50%	70%	65%	43%
All Grades ELA/Reading	2023	35%	39%	**55%**	43%	73%	*	-	-	-	-	38%	*	40%	70%	59%	*
All Grades Mathematics	2023	40%	41%	**63%**	63%	77%	40%	-	-	-	*	50%	*	57%	69%	70%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**82%**	-	-	-	-	-	-	78%	78%	-	-	*	83%	76%	100%
	2022	74%	76%	**80%**	-	-	-	-	-	-	76%	76%	-	-	-	80%	75%	100%
At Meets Grade Level or Above	2023	49%	53%	**62%**	-	-	-	-	-	-	50%	50%	-	-	*	64%	47%	83%
	2022	48%	50%	**53%**	-	-	-	-	-	-	44%	44%	-	-	-	55%	42%	100%
At Masters Grade Level	2023	20%	22%	**34%**	-	-	-	-	-	-	25%	25%	-	-	*	34%	24%	50%
	2022	23%	24%	**32%**	-	-	-	-	-	-	16%	16%	-	-	-	35%	16%	40%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**82%**	-	-	-	-	-	-	69%	69%	-	-	*	84%	65%	*
	2022	75%	76%	**81%**	-	-	-	-	-	-	81%	81%	-	-	-	81%	78%	*
At Meets Grade Level or Above	2023	53%	56%	**64%**	-	-	-	-	-	-	56%	56%	-	-	*	65%	53%	*
	2022	53%	53%	**56%**	-	-	-	-	-	-	50%	50%	-	-	-	56%	48%	*
At Masters Grade Level	2023	20%	21%	**36%**	-	-	-	-	-	-	25%	25%	-	-	*	38%	24%	*
	2022	25%	25%	**37%**	-	-	-	-	-	-	19%	19%	-	-	-	40%	19%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**80%**	-	-	-	-	-	-	88%	88%	-	-	*	79%	88%	*
	2022	72%	75%	**79%**	-	-	-	-	-	-	76%	76%	-	-	-	79%	77%	*
At Meets Grade Level or Above	2023	45%	46%	**60%**	-	-	-	-	-	-	44%	44%	-	-	*	62%	41%	*
	2022	42%	44%	**50%**	-	-	-	-	-	-	40%	40%	-	-	-	52%	38%	*
At Masters Grade Level	2023	19%	18%	**29%**	-	-	-	-	-	-	19%	19%	-	-	*	30%	18%	*
	2022	20%	21%	**28%**	-	-	-	-	-	-	20%	20%	-	-	-	31%	19%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**87%**	-	-	-	-	-	-	*	*	-	-	-	88%	*	*
	2022	76%	78%	**80%**	-	-	-	-	-	-	64%	64%	-	-	-	83%	64%	*
At Meets Grade Level or Above	2023	47%	54%	**64%**	-	-	-	-	-	-	*	*	-	-	-	65%	*	*
	2022	47%	51%	**55%**	-	-	-	-	-	-	36%	36%	-	-	-	58%	36%	*
At Masters Grade Level	2023	18%	23%	**38%**	-	-	-	-	-	-	*	*	-	-	-	37%	*	*
	2022	21%	24%	**28%**	-	-	-	-	-	-	0%	0%	-	-	-	33%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**85%**	-	-	-	-	-	-	86%	86%	-	-	*	85%	81%	*
All Grades ELA/Reading	2023	63%	65%	**81%**	-	-	-	-	-	-	86%	86%	-	-	*	82%	75%	*
All Grades Mathematics	2023	66%	66%	**89%**	-	-	-	-	-	-	86%	86%	-	-	*	89%	88%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**60%**	-	-	-	-	-	-	50%	50%	-	-	*	63%	43%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

JOHN D SPICER EL (220902119) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**55%**	-	-	-	-	-	-	*	*	-	-	*	63%	*	-
All Grades Mathematics	2023	40%	41%	**63%**	-	-	-	-	-	-	*	*	-	-	-	63%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**87%**	86%	91%	91%	-	67%	-	88%	77%	67%	83%	92%	89%	67%
Not Included in Accountability: Mobile	4%	4%	**8%**	8%	9%	9%	-	0%	-	13%	23%	20%	9%	7%	7%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**5%**	5%	0%	0%	-	33%	-	0%	0%	13%	8%	1%	4%	30%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**87%**	87%	91%	91%	-	67%	-	86%	76%	67%	84%	91%	89%	68%
Not Included in Accountability: Mobile	4%	4%	**8%**	9%	9%	9%	-	0%	-	14%	24%	17%	9%	8%	7%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**5%**	4%	0%	0%	-	33%	-	0%	0%	17%	8%	1%	4%	29%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**87%**	87%	91%	91%	-	67%	-	86%	76%	67%	84%	91%	89%	68%
Not Included in Accountability: Mobile	5%	4%	**8%**	9%	9%	9%	-	0%	-	14%	24%	17%	9%	8%	7%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	4%	0%	0%	-	33%	-	0%	0%	17%	8%	1%	4%	29%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**87%**	83%	90%	93%	-	71%	-	*	83%	*	81%	96%	89%	60%
Not Included in Accountability: Mobile	4%	4%	**6%**	6%	10%	7%	-	0%	-	*	17%	*	8%	4%	4%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**6%**	11%	0%	0%	-	29%	-	*	0%	*	11%	0%	6%	40%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	94%	**90%**	85%	89%	94%	-	85%	*	100%	85%	73%	94%	85%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**10%**	14%	11%	6%	-	15%	*	0%	15%	27%	6%	15%	8%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	1%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**89%**	86%	88%	94%	-	82%	*	100%	85%	67%	93%	85%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**11%**	14%	12%	6%	-	18%	*	0%	15%	33%	7%	15%	8%	12%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	100%	100%	-	100%	*	100%	100%	100%	99%	100%	99%	97%
Included in Accountability	93%	94%	**88%**	83%	88%	94%	-	82%	*	100%	85%	67%	92%	84%	91%	85%
Not Included in Accountability: Mobile	5%	5%	**11%**	16%	12%	6%	-	18%	*	0%	15%	33%	7%	16%	8%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	2%	0%	0%	-	0%	*	0%	0%	0%	1%	0%	1%	3%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	2%	0%	0%	-	0%	*	0%	0%	0%	1%	0%	1%	3%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	90%	92%	95%	-	100%	*	*	88%	*	100%	86%	94%	100%
Not Included in Accountability: Mobile	4%	4%	**6%**	10%	8%	5%	-	0%	*	*	13%	*	0%	14%	6%	0%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**93.5%**	95.0%	91.1%	93.7%	-	94.3%	*	95.3%	92.5%	93.0%	94.9%
2020-21	95.0%	95.7%	**95.8%**	96.3%	95.1%	95.4%	*	97.7%	-	95.4%	94.1%	95.2%	97.4%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**23.2%**	17.8%	33.7%	22.2%	-	21.9%	*	6.3%	29.8%	26.0%	17.2%
2020-21	15.0%	12.4%	**14.3%**	12.1%	18.9%	15.5%	*	4.2%	-	11.8%	22.9%	16.1%	5.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	385	100.0%	22,581	5,504,150	386	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	12	3.1%	0.5%	0.3%	13	3.4%	0.7%	0.5%
Pre-Kindergarten	23	6.0%	3.9%	4.4%	23	6.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	23	6.0%	3.4%	3.7%	23	6.0%	3.4%	3.7%
Kindergarten	57	14.8%	6.8%	6.7%	57	14.8%	6.8%	6.7%
Grade 1	66	17.1%	6.9%	7.2%	66	17.1%	6.9%	7.2%
Grade 2	56	14.5%	7.0%	7.2%	56	14.5%	7.0%	7.2%
Grade 3	66	17.1%	7.1%	7.2%	66	17.1%	7.1%	7.1%
Grade 4	45	11.7%	7.1%	7.2%	45	11.7%	7.1%	7.1%
Grade 5	60	15.6%	7.0%	7.2%	60	15.5%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	114	29.6%	9.8%	12.8%	114	29.5%	9.8%	12.8%
Hispanic	108	28.1%	45.6%	53.0%	108	28.0%	45.6%	52.9%
White	104	27.0%	35.3%	25.6%	104	26.9%	35.4%	25.7%
American Indian	1	0.3%	0.4%	0.3%	1	0.3%	0.4%	0.3%
Asian	38	9.9%	4.5%	5.1%	38	9.8%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	20	5.2%	3.9%	3.0%	21	5.4%	3.9%	3.0%
Sex:								
Female	180	46.8%	48.4%	48.8%	180	46.6%	48.3%	48.8%
Male	205	53.2%	51.6%	51.2%	206	53.4%	51.7%	51.2%
Economically Disadvantaged	269	69.9%	63.5%	62.1%	269	69.7%	63.4%	62.0%
Non-Educationally Disadvantaged	116	30.1%	36.5%	37.9%	117	30.3%	36.6%	38.0%
Section 504 Students	12	3.1%	9.6%	7.4%	12	3.1%	9.5%	7.4%
EB Students/EL	64	16.6%	25.0%	23.1%	65	16.8%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	0.7%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	15	3.9%	7.8%	5.5%	15	3.9%	7.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	0	0.0%	0.8%	1.3%	0	0.0%	0.8%	1.3%
Immigrant	11	2.9%	2.0%	2.2%	11	2.8%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	385	100.0%	54.1%	64.6%	386	100.0%	54.1%	64.6%
Military Connected	1	0.3%	0.7%	3.6%	1	0.3%	0.7%	3.6%
At-Risk	246	63.9%	64.3%	53.3%	247	64.0%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	62	16.1%	24.8%	23.2%	62	16.1%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	18	4.7%	7.0%	8.2%	18	4.7%	7.0%	8.2%
Special Education	54	14.0%	12.6%	12.6%	55	14.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	54							
By Type of Primary Disability Students with Intellectual Disabilities	14	25.9%	40.4%	44.1%				
Students with Physical Disabilities	19	35.2%	23.7%	20.0%				
Students with Autism	14	25.9%	18.0%	15.5%				
Students with Behavioral Disabilities	7	13.0%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	63	19.1%	14.4%	16.8%				
By Ethnicity: African American	29	8.8%	2.6%	3.3%				
Hispanic	16	4.9%	6.0%	8.7%				
White	10	3.0%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	7	2.1%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	1	0.3%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	25.5%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	15	23.4%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	50	21.9%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	99	30.5%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	3.4%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	2.0%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	2.3%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.0	20.3	18.7
Grade 1	22.0	20.3	19.1
Grade 2	18.7	19.5	19.1
Grade 3	22.0	19.3	19.3
Grade 4	21.5	21.1	19.4
Grade 5	19.4	21.4	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	41.1	100.0%	100.0%	100.0%
Professional Staff:	32.4	78.8%	67.6%	64.1%
Teachers	25.8	62.7%	50.4%	48.7%
Professional Support	4.6	11.2%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.9%	3.2%	3.3%
Educational Aides:	8.7	21.2%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	9.5	23.1%	31.1%	53.2%
Teachers by Ethnicity:				
African American	5.2	20.2%	5.0%	11.8%
Hispanic	0.0	0.0%	16.0%	29.6%
White	20.4	79.3%	75.3%	54.9%
American Indian	0.1	0.5%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	1.0	3.9%	23.2%	24.4%
Females	24.8	96.1%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	15.2	58.9%	72.1%	72.2%
Masters	10.6	41.1%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.9%	9.5%	9.7%
1-5 Years Experience	3.2	12.4%	23.2%	26.3%
6-10 Years Experience	5.1	19.8%	22.7%	20.5%
11-20 Years Experience	7.4	28.9%	27.9%	27.2%
21-30 Years Experience	6.1	23.8%	13.5%	13.3%
Over 30 Years Experience	2.9	11.2%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.7	6.1
Average Years Experience of Principals with District	13.0	6.7	5.3
Average Years Experience of Assistant Principals	1.0	6.4	5.2
Average Years Experience of Assistant Principals with District	1.0	5.1	4.4
Average Years Experience of Teachers:	15.1	11.5	11.0
Average Years Experience of Teachers with District:	10.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,875	$59,919	$53,300
1-5 Years Experience	$59,663	$60,212	$56,516
6-10 Years Experience	$61,088	$61,624	$59,732
11-20 Years Experience	$63,188	$64,485	$63,389
21-30 Years Experience	$67,862	$69,454	$67,876
Over 30 Years Experience	$71,190	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,172	$63,500	$60,717
Professional Support	$74,717	$76,823	$72,022
Campus Administration (School Leadership)	$90,867	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	3.1	11.8%	7.3%	3.2%
Gifted and Talented Education	0.5	1.9%	0.9%	1.7%
Regular Education	17.6	68.4%	63.5%	70.6%
Special Education	4.6	17.8%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: GREEN VALLEY EL

Campus Number: 220902120

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	School Year	State	District	Campus	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	2023	76%	77%	**91%**	*	70%	98%	-	*	-	60%	71%	*	89%	100%	67%	*
	2022	76%	77%	**90%**	*	93%	90%	-	*	-	71%	*	-	90%	88%	79%	*
At Meets Grade Level or Above	2023	50%	51%	**73%**	*	50%	82%	-	*	-	20%	71%	*	72%	80%	33%	*
	2022	51%	52%	**73%**	*	71%	74%	-	*	-	57%	*	-	72%	75%	43%	*
At Masters Grade Level	2023	20%	20%	**44%**	*	20%	51%	-	*	-	20%	29%	*	43%	50%	33%	*
	2022	30%	32%	**51%**	*	50%	54%	-	*	-	43%	*	-	49%	63%	36%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**91%**	*	82%	98%	-	*	-	50%	63%	*	89%	100%	62%	*
	2022	71%	72%	**84%**	*	71%	90%	-	*	-	57%	*	-	83%	88%	64%	*
At Meets Grade Level or Above	2023	45%	44%	**69%**	*	64%	77%	-	*	-	17%	38%	*	69%	70%	54%	*
	2022	43%	44%	**62%**	*	64%	60%	-	*	-	57%	*	-	61%	75%	29%	*
At Masters Grade Level	2023	19%	18%	**33%**	*	27%	39%	-	*	-	0%	13%	*	31%	40%	23%	*
	2022	21%	22%	**39%**	*	36%	42%	-	*	-	29%	*	-	39%	38%	14%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**97%**	*	100%	96%	-	*	-	*	100%	-	97%	100%	100%	*
	2022	77%	79%	**94%**	*	100%	91%	*	*	-	*	60%	*	100%	78%	100%	-
At Meets Grade Level or Above	2023	48%	50%	**78%**	*	87%	76%	-	*	-	*	33%	-	78%	77%	73%	*
	2022	54%	54%	**79%**	*	78%	83%	*	*	-	*	20%	*	82%	72%	75%	-
At Masters Grade Level	2023	22%	22%	**40%**	*	53%	31%	-	*	-	*	0%	-	40%	38%	27%	*
	2022	28%	28%	**55%**	*	56%	57%	*	*	-	*	0%	*	64%	33%	50%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**83%**	*	80%	81%	-	*	-	*	22%	-	83%	85%	73%	*
	2022	70%	71%	**88%**	*	89%	90%	*	*	-	*	20%	*	93%	72%	83%	-
At Meets Grade Level or Above	2023	48%	44%	**63%**	*	67%	58%	-	*	-	*	0%	-	61%	69%	45%	*
	2022	43%	42%	**67%**	*	56%	73%	*	*	-	*	20%	*	83%	28%	42%	-
At Masters Grade Level	2023	22%	19%	**31%**	*	27%	27%	-	*	-	*	0%	-	32%	23%	18%	*
	2022	23%	20%	**44%**	*	22%	48%	*	*	-	*	20%	*	52%	22%	8%	-
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**97%**	*	100%	96%	*	*	-	*	67%	*	100%	89%	100%	-
	2022	81%	84%	**96%**	*	89%	98%	-	*	-	100%	*	*	96%	93%	85%	*
At Meets Grade Level or Above	2023	57%	61%	**84%**	*	100%	85%	*	*	-	*	17%	*	91%	67%	75%	-
	2022	58%	60%	**81%**	*	78%	90%	-	*	-	43%	*	*	78%	93%	54%	*
At Masters Grade Level	2023	28%	32%	**65%**	*	67%	68%	*	*	-	*	0%	*	71%	50%	50%	-
	2022	36%	39%	**69%**	*	72%	73%	-	*	-	29%	*	*	69%	67%	46%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**95%**	*	90%	96%	*	*	-	*	67%	*	100%	84%	100%	-
	2022	77%	79%	**99%**	*	94%	100%	-	*	-	100%	*	*	98%	100%	92%	*
At Meets Grade Level or Above	2023	51%	51%	**85%**	*	70%	90%	*	*	-	*	17%	*	91%	68%	67%	-
	2022	48%	48%	**85%**	*	89%	83%	-	*	-	86%	*	*	82%	93%	62%	*
At Masters Grade Level	2023	21%	22%	**56%**	*	30%	63%	*	*	-	*	0%	*	62%	42%	33%	-
	2022	25%	24%	**54%**	*	44%	60%	-	*	-	29%	*	*	52%	60%	23%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**83%**	*	70%	87%	*	*	-	*	33%	*	91%	63%	67%	-
	2022	66%	71%	**97%**	*	100%	98%	-	*	-	86%	*	*	98%	93%	100%	*
At Meets Grade Level or Above	2023	36%	42%	**61%**	*	40%	68%	*	*	-	*	17%	*	69%	42%	42%	-
	2022	38%	43%	**80%**	*	67%	88%	-	*	-	71%	*	*	82%	73%	62%	*
At Masters Grade Level	2023	16%	19%	**38%**	*	20%	43%	*	*	-	*	17%	*	47%	16%	17%	-
	2022	18%	20%	**33%**	*	22%	40%	-	*	-	14%	*	*	35%	27%	23%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	-	-	*	-	-	-	-	*	-	-	-
	2022	73%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	-	-	*	-	-	-	-	*	-	-	-
	2022	39%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	-	-	*	-	-	-	-	*	-	-	-
	2022	16%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**91%**	93%	85%	93%	*	100%	-	76%	61%	100%	92%	86%	81%	*
	2022	74%	76%	**92%**	95%	91%	93%	*	100%	-	85%	57%	82%	94%	87%	86%	76%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**73%**	60%	69%	77%	*	93%	-	44%	27%	60%	75%	66%	55%	*
	2022	48%	50%	**75%**	63%	73%	78%	*	94%	-	62%	7%	64%	76%	71%	52%	65%
At Masters Grade Level	2023	20%	22%	**43%**	33%	35%	46%	*	73%	-	32%	8%	20%	45%	36%	29%	*
	2022	23%	24%	**49%**	47%	44%	53%	*	56%	-	31%	3%	18%	51%	42%	29%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**95%**	100%	91%	96%	*	100%	-	82%	82%	*	95%	95%	89%	*
	2022	75%	76%	**93%**	100%	93%	93%	*	100%	-	88%	62%	*	95%	85%	87%	71%
At Meets Grade Level or Above	2023	53%	56%	**79%**	71%	79%	81%	*	100%	-	45%	41%	*	80%	73%	60%	*
	2022	53%	53%	**78%**	63%	76%	82%	*	100%	-	50%	8%	*	77%	80%	56%	57%
At Masters Grade Level	2023	20%	21%	**49%**	29%	47%	50%	*	83%	-	45%	9%	*	50%	46%	37%	*
	2022	25%	25%	**58%**	50%	61%	60%	*	57%	-	38%	0%	*	60%	51%	44%	43%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**90%**	100%	83%	91%	*	100%	-	75%	48%	*	90%	88%	78%	*
	2022	72%	75%	**90%**	88%	85%	93%	*	100%	-	81%	38%	*	91%	85%	79%	71%
At Meets Grade Level or Above	2023	45%	46%	**72%**	57%	67%	75%	*	100%	-	42%	17%	*	73%	69%	56%	*
	2022	42%	44%	**71%**	63%	73%	71%	*	86%	-	69%	8%	*	74%	61%	44%	71%
At Masters Grade Level	2023	19%	18%	**40%**	43%	28%	43%	*	67%	-	25%	4%	*	41%	36%	25%	*
	2022	20%	21%	**45%**	50%	37%	49%	*	57%	-	31%	8%	*	47%	39%	15%	29%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**83%**	*	70%	87%	*	*	-	*	33%	*	91%	63%	67%	-
	2022	76%	78%	**97%**	*	100%	98%	-	*	-	86%	*	*	98%	93%	100%	*
At Meets Grade Level or Above	2023	47%	54%	**61%**	*	40%	68%	*	*	-	*	17%	*	69%	42%	42%	-
	2022	47%	51%	**80%**	*	67%	88%	-	*	-	71%	*	*	82%	73%	62%	*
At Masters Grade Level	2023	18%	23%	**38%**	*	20%	43%	*	*	-	*	17%	*	47%	16%	17%	-
	2022	21%	24%	**33%**	*	22%	40%	-	*	-	14%	*	*	35%	27%	23%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**61%**	*	50%	67%	-	*	-	20%	43%	*	61%	60%	33%	*
	2022	36%	38%	**60%**	*	57%	58%	-	*	-	57%	*	-	59%	63%	29%	*
Reading and Mathematics Including EOC	2023	37%	37%	**61%**	*	50%	67%	-	*	-	20%	43%	*	61%	60%	33%	*
	2022	36%	38%	**60%**	*	57%	58%	-	*	-	57%	*	-	59%	63%	29%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**73%**	*	50%	82%	-	*	-	20%	71%	*	72%	80%	33%	*
	2022	51%	52%	**73%**	*	71%	74%	-	*	-	57%	*	-	72%	75%	43%	*
Math Including EOC	2023	45%	44%	**70%**	*	64%	78%	-	*	-	17%	38%	*	70%	70%	54%	*
	2022	43%	45%	**64%**	*	64%	62%	-	*	-	57%	*	-	62%	75%	29%	*
4th Graders																	
Reading and Mathematics	2023	38%	37%	**60%**	*	67%	55%	-	*	-	*	0%	-	60%	62%	45%	*
	2022	36%	34%	**63%**	*	56%	67%	*	*	-	*	0%	*	77%	28%	42%	-
Reading and Mathematics Including EOC	2023	38%	37%	**60%**	*	67%	55%	-	*	-	*	0%	-	60%	62%	45%	*
	2022	36%	34%	**63%**	*	56%	67%	*	*	-	*	0%	*	77%	28%	42%	-
Reading Including EOC	2023	48%	50%	**78%**	*	87%	76%	-	*	-	*	33%	-	78%	77%	73%	*
	2022	54%	54%	**79%**	*	78%	83%	*	*	-	*	20%	*	82%	72%	75%	-
Math Including EOC	2023	48%	44%	**63%**	*	67%	59%	-	*	-	*	0%	-	62%	69%	45%	*
	2022	43%	42%	**66%**	*	56%	72%	*	*	-	*	20%	*	82%	28%	42%	-
5th Graders																	
Reading and Mathematics	2023	43%	45%	**81%**	*	78%	85%	*	*	-	*	17%	*	87%	67%	67%	-
	2022	41%	41%	**76%**	*	78%	80%	-	*	-	43%	*	*	71%	93%	46%	*
Reading and Mathematics Including EOC	2023	43%	45%	**81%**	*	78%	85%	*	*	-	*	17%	*	87%	67%	67%	-
	2022	41%	41%	**76%**	*	78%	80%	-	*	-	43%	*	*	71%	93%	46%	*
Reading Including EOC	2023	57%	61%	**84%**	*	100%	85%	*	*	-	*	17%	*	91%	67%	75%	-
	2022	58%	60%	**81%**	*	78%	90%	-	*	-	43%	*	*	78%	93%	54%	*
Math Including EOC	2023	51%	51%	**84%**	*	70%	89%	*	*	-	*	17%	*	91%	68%	67%	-
	2022	48%	48%	**84%**	*	89%	83%	-	*	-	86%	*	*	82%	93%	62%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**67%**	57%	65%	69%	*	100%	-	45%	18%	*	68%	63%	49%	*
	2022	34%	35%	**66%**	63%	66%	68%	*	86%	-	50%	0%	*	68%	59%	38%	57%
Reading and Mathematics Including EOC	2023	39%	41%	**67%**	57%	65%	69%	*	100%	-	45%	18%	*	68%	63%	49%	*
	2022	36%	38%	**66%**	63%	66%	68%	*	86%	-	50%	0%	*	68%	59%	38%	57%
Reading Including EOC	2023	53%	56%	**79%**	71%	79%	81%	*	100%	-	45%	41%	*	80%	73%	60%	*
	2022	53%	54%	**78%**	63%	76%	82%	*	100%	-	50%	8%	*	77%	80%	56%	57%
Math Including EOC	2023	47%	48%	**72%**	57%	67%	75%	*	100%	-	42%	17%	*	73%	69%	56%	*
	2022	43%	46%	**71%**	63%	73%	71%	*	86%	-	69%	8%	*	74%	61%	44%	71%

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

Texas Education Agency
2022-23 Progress (TAPR)
GREEN VALLEY EL (220902120) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**71%**	*	71%	68%	-	*	-	*	75%	-	70%	80%	85%	*
Grade 4 Mathematics	2023	63%	57%	**56%**	*	54%	51%	-	*	-	*	50%	-	54%	65%	60%	*
Grade 5 ELA/Reading	2023	65%	69%	**88%**	*	89%	88%	*	*	-	*	50%	*	93%	74%	82%	-
Grade 5 Mathematics	2023	71%	72%	**93%**	*	94%	92%	*	*	-	*	83%	*	93%	94%	95%	-
Grade 6 Mathematics	2023	54%	56%	*	-	-	-	-	*	-	-	-	-	*	-	-	-
All Grades Both Subjects	2023	64%	65%	**77%**	80%	74%	75%	*	100%	-	96%	64%	*	76%	80%	81%	*
All Grades ELA/Reading	2023	63%	65%	**79%**	80%	78%	78%	*	*	-	92%	64%	*	80%	76%	83%	*
All Grades Mathematics	2023	66%	66%	**74%**	80%	70%	72%	*	*	-	100%	64%	*	72%	83%	79%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	**88%**	-	*	83%	-	-	-	*	*	-	80%	*	*	*
Grade 4 Mathematics	2023	27%	27%	**40%**	-	*	50%	-	-	-	*	17%	-	38%	*	*	*
Grade 5 ELA/Reading	2023	37%	35%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Grade 5 Mathematics	2023	48%	53%	**75%**	*	*	*	*	-	-	-	*	-	*	*	*	-
All Grades Both Subjects	2023	38%	40%	**62%**	*	50%	58%	*	-	-	*	44%	-	65%	58%	75%	*
All Grades ELA/Reading	2023	35%	39%	**73%**	-	*	67%	-	-	-	*	67%	-	80%	67%	*	*
All Grades Mathematics	2023	40%	41%	**56%**	*	40%	50%	*	-	-	*	30%	-	58%	50%	60%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**91%**	-	-	-	-	-	-	*	-	*	-	*	92%	*	-
	2022	74%	76%	**92%**	-	-	-	-	-	-	76%	76%	-	-	-	93%	76%	-
At Meets Grade Level or Above	2023	49%	53%	**73%**	-	-	-	-	-	-	*	-	*	-	*	74%	*	-
	2022	48%	50%	**75%**	-	-	-	-	-	-	65%	65%	-	-	-	76%	65%	-
At Masters Grade Level	2023	20%	22%	**43%**	-	-	-	-	-	-	*	-	*	-	*	44%	*	-
	2022	23%	24%	**49%**	-	-	-	-	-	-	29%	29%	-	-	-	50%	29%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**95%**	-	-	-	-	-	-	*	-	*	-	*	95%	*	-
	2022	75%	76%	**93%**	-	-	-	-	-	-	71%	71%	-	-	-	94%	71%	-
At Meets Grade Level or Above	2023	53%	56%	**79%**	-	-	-	-	-	-	*	-	*	-	*	79%	*	-
	2022	53%	53%	**78%**	-	-	-	-	-	-	57%	57%	-	-	-	78%	57%	-
At Masters Grade Level	2023	20%	21%	**49%**	-	-	-	-	-	-	*	-	*	-	*	49%	*	-
	2022	25%	25%	**58%**	-	-	-	-	-	-	43%	43%	-	-	-	58%	43%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**90%**	-	-	-	-	-	-	*	-	*	-	*	91%	*	-
	2022	72%	75%	**90%**	-	-	-	-	-	-	71%	71%	-	-	-	91%	71%	-
At Meets Grade Level or Above	2023	45%	46%	**72%**	-	-	-	-	-	-	*	-	*	-	*	73%	*	-
	2022	42%	44%	**71%**	-	-	-	-	-	-	71%	71%	-	-	-	71%	71%	-
At Masters Grade Level	2023	19%	18%	**40%**	-	-	-	-	-	-	*	-	*	-	*	40%	*	-
	2022	20%	21%	**45%**	-	-	-	-	-	-	29%	29%	-	-	-	46%	29%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**83%**	-	-	-	-	-	-	-	-	-	-	-	83%	-	-
	2022	76%	78%	**97%**	-	-	-	-	-	-	*	*	-	-	-	97%	*	-
At Meets Grade Level or Above	2023	47%	54%	**61%**	-	-	-	-	-	-	-	-	-	-	-	61%	-	-
	2022	47%	51%	**80%**	-	-	-	-	-	-	*	*	-	-	-	81%	*	-
At Masters Grade Level	2023	18%	23%	**38%**	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
	2022	21%	24%	**33%**	-	-	-	-	-	-	*	*	-	-	-	34%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**77%**	-	-	-	-	-	-	-	-	-	-	*	77%	*	-
All Grades ELA/Reading	2023	63%	65%	**79%**	-	-	-	-	-	-	-	-	-	-	*	79%	*	-
All Grades Mathematics	2023	66%	66%	**74%**	-	-	-	-	-	-	-	-	-	-	*	75%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**62%**	-	-	-	-	-	-	-	-	-	-	*	63%	*	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

GREEN VALLEY EL (220902120) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**73%**	-	-	-	-	-	-	-	-	-	-	*	70%	*	-
All Grades Mathematics	2023	40%	41%	**56%**	-	-	-	-	-	-	-	-	-	-	*	59%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	*	100%	-	96%	98%	100%	99%	99%	99%	100%
Included in Accountability	93%	92%	**93%**	100%	86%	95%	*	88%	-	96%	85%	100%	95%	89%	86%	33%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	12%	5%	*	0%	-	0%	13%	0%	4%	10%	10%	33%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	0%	1%	*	12%	-	0%	0%	0%	1%	0%	2%	33%
Not Tested	1%	1%	**1%**	0%	2%	0%	*	0%	-	4%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	2%	0%	*	0%	-	4%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	95%	100%	*	100%	-	92%	96%	*	99%	98%	98%	100%
Included in Accountability	92%	91%	**92%**	100%	83%	95%	*	86%	-	92%	85%	*	94%	85%	85%	33%
Not Included in Accountability: Mobile	4%	4%	**6%**	0%	12%	5%	*	0%	-	0%	12%	*	4%	13%	10%	33%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	0%	0%	1%	*	14%	-	0%	0%	*	1%	0%	2%	33%
Not Tested	1%	1%	**1%**	0%	5%	0%	*	0%	-	8%	4%	*	1%	2%	2%	0%
Absent	1%	1%	**1%**	0%	5%	0%	*	0%	-	8%	4%	*	1%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	100%	88%	95%	*	86%	-	100%	92%	*	96%	88%	90%	33%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	12%	4%	*	0%	-	0%	8%	*	3%	13%	8%	33%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	0%	1%	*	14%	-	0%	0%	*	1%	0%	3%	33%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	93%	**94%**	*	91%	94%	*	*	-	*	67%	*	92%	100%	80%	-
Not Included in Accountability: Mobile	4%	4%	**6%**	*	9%	6%	*	*	-	*	33%	*	8%	0%	20%	-
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**97%**	83%	95%	99%	*	100%	-	100%	94%	100%	98%	93%	92%	77%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	5%	1%	*	0%	-	0%	6%	0%	2%	7%	8%	23%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**97%**	80%	95%	99%	*	100%	-	100%	93%	*	98%	93%	91%	78%
Not Included in Accountability: Mobile	5%	4%	**3%**	20%	5%	1%	*	0%	-	0%	7%	*	2%	7%	9%	22%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**97%**	80%	95%	99%	*	100%	-	100%	93%	*	98%	93%	91%	78%
Not Included in Accountability: Mobile	5%	5%	**3%**	20%	5%	1%	*	0%	-	0%	7%	*	2%	7%	9%	22%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	*	100%	100%	-	*	-	100%	*	*	100%	100%	100%	*
Included in Accountability	93%	95%	**99%**	*	95%	100%	-	*	-	100%	*	*	100%	94%	100%	*
Not Included in Accountability: Mobile	4%	4%	**1%**	*	5%	0%	-	*	-	0%	*	*	0%	6%	0%	*

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**94.8%**	94.8%	94.4%	94.9%	*	95.6%	-	94.4%	94.2%	93.8%	95.2%
2020-21	95.0%	95.7%	**98.0%**	97.9%	96.9%	98.3%	*	98.6%	-	97.9%	97.4%	96.1%	99.1%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**8.3%**	10.5%	7.0%	8.8%	*	5.6%	-	7.4%	11.9%	13.2%	5.9%
2020-21	15.0%	12.4%	**3.3%**	8.3%	4.3%	2.4%	*	7.7%	-	4.5%	2.7%	13.6%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	433	100.0%	22,581	5,504,150	443	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	9	2.0%	0.7%	0.5%
Pre-Kindergarten	22	5.1%	3.9%	4.4%	22	5.0%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	22	5.1%	3.4%	3.7%	22	5.0%	3.4%	3.7%
Kindergarten	64	14.8%	6.8%	6.7%	64	14.4%	6.8%	6.7%
Grade 1	49	11.3%	6.9%	7.2%	49	11.1%	6.9%	7.2%
Grade 2	89	20.6%	7.0%	7.2%	89	20.1%	7.0%	7.2%
Grade 3	67	15.5%	7.1%	7.2%	67	15.1%	7.1%	7.1%
Grade 4	77	17.8%	7.1%	7.2%	78	17.6%	7.1%	7.1%
Grade 5	65	15.0%	7.0%	7.2%	65	14.7%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	24	5.5%	9.8%	12.8%	24	5.4%	9.8%	12.8%
Hispanic	72	16.6%	45.6%	53.0%	75	16.9%	45.6%	52.9%
White	287	66.3%	35.3%	25.6%	293	66.1%	35.4%	25.7%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	22	5.1%	4.5%	5.1%	22	5.0%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	27	6.2%	3.9%	3.0%	28	6.3%	3.9%	3.0%
Sex:								
Female	217	50.1%	48.4%	48.8%	220	49.7%	48.3%	48.8%
Male	216	49.9%	51.6%	51.2%	223	50.3%	51.7%	51.2%
Economically Disadvantaged	100	23.1%	63.5%	62.1%	102	23.0%	63.4%	62.0%
Non-Educationally Disadvantaged	333	76.9%	36.5%	37.9%	341	77.0%	36.6%	38.0%
Section 504 Students	29	6.7%	9.6%	7.4%	29	6.5%	9.5%	7.4%
EB Students/EL	15	3.5%	25.0%	23.1%	16	3.6%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	27	6.2%	7.8%	5.5%	27	6.1%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	0	0.0%	0.8%	1.3%	0	0.0%	0.8%	1.3%
Immigrant	0	0.0%	2.0%	2.2%	0	0.0%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	54.1%	64.6%	0	0.0%	54.1%	64.6%
Military Connected	5	1.2%	0.7%	3.6%	5	1.1%	0.7%	3.6%
At-Risk	175	40.4%	64.3%	53.3%	176	39.7%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	14	3.2%	24.8%	23.2%	14	3.2%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	61	14.1%	7.0%	8.2%	61	13.8%	7.0%	8.2%
Special Education	44	10.2%	12.6%	12.6%	54	12.2%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability Students with Intellectual Disabilities	17	38.6%	40.4%	44.1%				
Students with Physical Disabilities	12	27.3%	23.7%	20.0%				
Students with Autism	7	15.9%	18.0%	15.5%				
Students with Behavioral Disabilities	**	**	16.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	33	8.5%	14.4%	16.8%				
By Ethnicity: African American	5	1.3%	2.6%	3.3%				
Hispanic	7	1.8%	6.0%	8.7%				
White	19	4.9%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.3%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	1	0.3%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	11.9%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	17.6%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	11	13.8%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	55	15.2%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	0.0%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	10.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.7	20.3	18.7
Grade 1	16.2	20.3	19.1
Grade 2	21.9	19.5	19.1
Grade 3	16.6	19.3	19.3
Grade 4	18.7	21.1	19.4
Grade 5	21.1	21.4	20.8
Grade 6	1.0	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	43.5	100.0%	100.0%	100.0%
Professional Staff:	36.2	83.3%	67.6%	64.1%
Teachers	29.3	67.5%	50.4%	48.7%
Professional Support	4.9	11.2%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.6%	3.2%	3.3%
Educational Aides:	7.3	16.7%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	7.1	16.4%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	5.0%	11.8%
Hispanic	5.0	17.0%	16.0%	29.6%
White	23.3	79.6%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	3.4%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	0.3	0.9%	23.2%	24.4%
Females	29.1	99.1%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	3.4%	0.7%	2.0%
Bachelors	20.5	70.0%	72.1%	72.2%
Masters	7.8	26.6%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	13.6%	9.5%	9.7%
1-5 Years Experience	7.0	23.8%	23.2%	26.3%
6-10 Years Experience	2.1	7.2%	22.7%	20.5%
11-20 Years Experience	8.9	30.5%	27.9%	27.2%
21-30 Years Experience	5.3	18.1%	13.5%	13.3%
Over 30 Years Experience	2.0	6.8%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.7	6.1
Average Years Experience of Principals with District	4.0	6.7	5.3
Average Years Experience of Assistant Principals	5.0	6.4	5.2
Average Years Experience of Assistant Principals with District	5.0	5.1	4.4
Average Years Experience of Teachers:	12.7	11.5	11.0
Average Years Experience of Teachers with District:	8.9	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,600	$59,919	$53,300
1-5 Years Experience	$59,389	$60,212	$56,516
6-10 Years Experience	$61,229	$61,624	$59,732
11-20 Years Experience	$62,850	$64,485	$63,389
21-30 Years Experience	$67,565	$69,454	$67,876
Over 30 Years Experience	$75,851	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,071	$63,500	$60,717
Professional Support	$68,596	$76,823	$72,022
Campus Administration (School Leadership)	$90,999	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	2.1	7.0%	7.3%	3.2%
Gifted and Talented Education	0.7	2.2%	0.9%	1.7%
Regular Education	24.9	84.7%	63.5%	70.6%
Special Education	1.6	5.5%	10.8%	9.7%
Other	0.2	0.5%	5.5%	3.5%

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BIRDVILLE ISD

Campus Name: WALKER CREEK EL

Campus Number: 220902121

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**92%**	86%	90%	92%	-	*	-	*	75%	*	94%	87%	87%	*
	2022	76%	77%	**95%**	*	100%	95%	-	100%	*	*	80%	*	96%	94%	92%	100%
At Meets Grade Level or Above	2023	50%	51%	**76%**	57%	60%	79%	-	*	-	*	50%	*	74%	80%	53%	*
	2022	51%	52%	**81%**	*	83%	90%	-	67%	*	*	60%	*	80%	83%	75%	100%
At Masters Grade Level	2023	20%	20%	**34%**	29%	20%	39%	-	*	-	*	25%	*	36%	27%	27%	*
	2022	30%	32%	**56%**	*	50%	67%	-	50%	*	*	60%	*	63%	39%	50%	100%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	75%	**86%**	50%	90%	89%	-	*	-	*	75%	*	94%	63%	80%	*
	2022	71%	72%	**95%**	*	92%	94%	-	100%	*	*	80%	*	95%	94%	100%	100%
At Meets Grade Level or Above	2023	45%	44%	**60%**	25%	50%	68%	-	*	-	*	50%	*	64%	50%	40%	*
	2022	43%	44%	**55%**	*	67%	57%	-	67%	*	*	40%	*	62%	39%	58%	80%
At Masters Grade Level	2023	19%	18%	**30%**	13%	20%	37%	-	*	-	*	25%	*	30%	31%	13%	*
	2022	21%	22%	**42%**	*	50%	43%	-	50%	*	*	40%	*	48%	28%	33%	60%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**90%**	*	82%	93%	-	*	-	*	83%	*	91%	89%	80%	*
	2022	77%	79%	**90%**	*	71%	98%	-	*	-	*	71%	*	98%	72%	76%	80%
At Meets Grade Level or Above	2023	48%	50%	**77%**	*	82%	83%	-	*	-	*	33%	*	81%	68%	60%	*
	2022	54%	54%	**70%**	*	57%	78%	-	*	-	*	29%	*	78%	52%	43%	60%
At Masters Grade Level	2023	22%	22%	**56%**	*	45%	60%	-	*	-	*	33%	*	58%	53%	40%	*
	2022	28%	28%	**40%**	*	24%	43%	-	*	-	*	0%	*	44%	32%	14%	30%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**81%**	*	91%	83%	-	*	-	*	80%	*	87%	67%	57%	*
	2022	70%	71%	**85%**	*	81%	87%	-	*	-	*	43%	*	92%	68%	81%	80%
At Meets Grade Level or Above	2023	48%	44%	**61%**	*	64%	69%	-	*	-	*	60%	*	64%	56%	50%	*
	2022	43%	42%	**52%**	*	48%	53%	-	*	-	*	0%	*	59%	36%	29%	70%
At Masters Grade Level	2023	22%	19%	**35%**	*	36%	40%	-	*	-	*	40%	*	38%	28%	21%	*
	2022	23%	20%	**31%**	*	24%	32%	-	*	-	*	0%	*	32%	28%	14%	50%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**96%**	100%	93%	96%	-	*	-	*	83%	*	96%	96%	95%	80%
	2022	81%	84%	**96%**	100%	89%	98%	-	100%	-	*	67%	-	97%	93%	90%	86%
At Meets Grade Level or Above	2023	57%	61%	**78%**	60%	67%	82%	-	*	-	*	33%	*	82%	68%	50%	60%
	2022	58%	60%	**79%**	80%	61%	83%	-	100%	-	*	50%	-	80%	71%	75%	71%
At Masters Grade Level	2023	28%	32%	**49%**	40%	33%	52%	-	*	-	*	8%	*	53%	40%	14%	40%
	2022	36%	39%	**55%**	40%	28%	63%	-	67%	-	*	33%	-	58%	43%	55%	43%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	80%	**94%**	100%	100%	91%	-	*	-	*	83%	*	93%	96%	91%	100%
	2022	77%	79%	**96%**	100%	88%	98%	-	100%	-	*	67%	-	97%	93%	90%	86%
At Meets Grade Level or Above	2023	51%	51%	**73%**	60%	67%	75%	-	*	-	*	33%	*	78%	63%	41%	60%
	2022	48%	48%	**65%**	80%	47%	69%	-	100%	-	*	33%	-	68%	50%	45%	57%
At Masters Grade Level	2023	21%	22%	**38%**	40%	20%	40%	-	*	-	*	0%	*	40%	33%	9%	40%
	2022	25%	24%	**35%**	20%	24%	39%	-	67%	-	*	17%	-	39%	14%	15%	43%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**86%**	60%	87%	86%	-	*	-	*	75%	*	84%	88%	77%	100%
	2022	66%	71%	**85%**	100%	56%	90%	-	100%	-	*	67%	-	87%	71%	80%	86%
At Meets Grade Level or Above	2023	36%	42%	**64%**	60%	47%	68%	-	*	-	*	50%	*	67%	60%	41%	40%
	2022	38%	43%	**61%**	60%	28%	69%	-	100%	-	*	33%	-	66%	36%	45%	43%
At Masters Grade Level	2023	16%	19%	**37%**	40%	27%	38%	-	*	-	*	0%	*	43%	24%	5%	20%
	2022	18%	20%	**29%**	40%	11%	37%	-	33%	-	*	0%	-	28%	36%	15%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2022	73%	78%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2023	40%	42%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2022	39%	42%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2023	16%	15%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
	2022	16%	16%	*	-	*	*	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	79%	**89%**	72%	91%	90%	-	96%	-	96%	79%	90%	91%	85%	82%	96%
	2022	74%	76%	**92%**	89%	81%	94%	-	100%	*	96%	67%	88%	94%	82%	86%	86%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	49%	53%	**70%**	42%	62%	75%	-	92%	-	61%	43%	60%	73%	64%	47%	68%
	2022	48%	50%	**66%**	52%	54%	71%	-	89%	*	42%	33%	50%	71%	52%	51%	67%
At Masters Grade Level	2023	20%	22%	**40%**	25%	29%	44%	-	68%	-	26%	14%	0%	43%	34%	17%	48%
	2022	23%	24%	**41%**	26%	28%	46%	-	61%	*	25%	19%	25%	44%	31%	26%	45%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**93%**	87%	89%	94%	-	100%	-	100%	81%	*	94%	92%	88%	90%
	2022	75%	76%	**94%**	82%	84%	97%	-	100%	*	100%	72%	*	97%	84%	85%	86%
At Meets Grade Level or Above	2023	53%	56%	**77%**	47%	69%	81%	-	100%	-	70%	38%	*	79%	71%	54%	80%
	2022	53%	53%	**76%**	55%	65%	83%	-	88%	*	50%	44%	*	80%	67%	62%	73%
At Masters Grade Level	2023	20%	21%	**47%**	27%	33%	51%	-	73%	-	40%	19%	*	49%	41%	25%	60%
	2022	25%	25%	**50%**	27%	31%	57%	-	69%	*	50%	28%	*	55%	37%	38%	50%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**88%**	63%	94%	88%	-	91%	-	90%	80%	*	91%	78%	78%	100%
	2022	72%	75%	**92%**	91%	86%	93%	-	100%	*	90%	61%	*	95%	82%	89%	86%
At Meets Grade Level or Above	2023	45%	46%	**66%**	31%	61%	72%	-	82%	-	50%	44%	*	70%	58%	43%	70%
	2022	42%	44%	**58%**	45%	53%	60%	-	88%	*	30%	22%	*	64%	40%	42%	68%
At Masters Grade Level	2023	19%	18%	**35%**	19%	25%	39%	-	55%	-	20%	16%	*	36%	32%	14%	50%
	2022	20%	21%	**35%**	18%	29%	38%	-	63%	*	10%	17%	*	39%	25%	19%	50%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	81%	**86%**	60%	87%	86%	-	*	-	*	75%	*	84%	88%	77%	100%
	2022	76%	78%	**85%**	100%	56%	90%	-	100%	-	*	67%	-	87%	71%	80%	86%
At Meets Grade Level or Above	2023	47%	54%	**64%**	60%	47%	68%	-	*	-	*	50%	*	67%	60%	41%	40%
	2022	47%	51%	**61%**	60%	28%	69%	-	100%	-	*	33%	-	66%	36%	45%	43%
At Masters Grade Level	2023	18%	23%	**37%**	40%	27%	38%	-	*	-	*	0%	*	43%	24%	5%	20%
	2022	21%	24%	**29%**	40%	11%	37%	-	33%	-	*	0%	-	28%	36%	15%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**56%**	29%	30%	66%	-	*	-	*	50%	*	57%	53%	27%	*
	2022	36%	38%	**53%**	*	67%	59%	-	33%	*	*	40%	*	59%	39%	58%	80%
Reading and Mathematics Including EOC	2023	37%	37%	**56%**	29%	30%	66%	-	*	-	*	50%	*	57%	53%	27%	*
	2022	36%	38%	**53%**	*	67%	59%	-	33%	*	*	40%	*	59%	39%	58%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	50%	51%	**76%**	57%	60%	79%	-	*	-	*	50%	*	74%	80%	53%	*
	2022	51%	52%	**81%**	*	83%	90%	-	67%	*	*	60%	*	80%	83%	75%	100%
Math Including EOC	2023	45%	44%	**60%**	25%	50%	68%	-	*	-	*	50%	*	64%	50%	40%	*
	2022	43%	45%	**56%**	*	67%	59%	-	67%	*	*	40%	*	63%	39%	58%	80%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**62%**	*	64%	69%	-	*	-	*	40%	*	65%	56%	50%	*
	2022	36%	34%	**46%**	*	48%	45%	-	*	-	*	0%	*	53%	32%	24%	60%
Reading and Mathematics Including EOC	2023	38%	37%	**62%**	*	64%	69%	-	*	-	*	40%	*	65%	56%	50%	*
	2022	36%	34%	**46%**	*	48%	45%	-	*	-	*	0%	*	53%	32%	24%	60%
Reading Including EOC	2023	48%	50%	**77%**	*	82%	83%	-	*	-	*	33%	*	81%	68%	60%	*
	2022	54%	54%	**70%**	*	57%	78%	-	*	-	*	29%	*	78%	52%	43%	60%
Math Including EOC	2023	48%	44%	**64%**	*	64%	72%	-	*	-	*	60%	*	67%	56%	50%	*
	2022	43%	42%	**51%**	*	48%	51%	-	*	-	*	0%	*	58%	36%	29%	70%
5th Graders																	
Reading and Mathematics	2023	43%	45%	**68%**	60%	53%	72%	-	*	-	*	25%	*	75%	56%	32%	60%
	2022	41%	41%	**59%**	60%	39%	63%	-	100%	-	*	17%	-	61%	50%	40%	57%
Reading and Mathematics Including EOC	2023	43%	45%	**68%**	60%	53%	72%	-	*	-	*	25%	*	75%	56%	32%	60%
	2022	41%	41%	**59%**	60%	39%	63%	-	100%	-	*	17%	-	61%	50%	40%	57%
Reading Including EOC	2023	57%	61%	**78%**	60%	67%	82%	-	*	-	*	33%	*	82%	68%	50%	60%
	2022	58%	60%	**79%**	80%	61%	83%	-	100%	-	*	50%	-	80%	71%	75%	71%
Math Including EOC	2023	51%	51%	**72%**	60%	67%	74%	-	*	-	*	33%	*	76%	64%	41%	60%
	2022	48%	48%	**66%**	80%	50%	69%	-	100%	-	*	33%	-	69%	50%	45%	57%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**63%**	33%	50%	69%	-	82%	-	50%	36%	*	66%	55%	35%	70%
	2022	34%	35%	**53%**	36%	49%	56%	-	75%	*	20%	17%	*	58%	39%	38%	64%
Reading and Mathematics Including EOC	2023	39%	41%	**63%**	33%	50%	69%	-	82%	-	50%	36%	*	66%	55%	35%	70%
	2022	36%	38%	**53%**	36%	49%	56%	-	75%	*	20%	17%	*	58%	39%	38%	64%
Reading Including EOC	2023	53%	56%	**77%**	47%	69%	81%	-	100%	-	70%	38%	*	79%	71%	54%	80%
	2022	53%	54%	**76%**	55%	65%	83%	-	88%	*	50%	44%	*	80%	67%	62%	73%
Math Including EOC	2023	47%	48%	**66%**	31%	61%	72%	-	82%	-	50%	44%	*	70%	58%	43%	70%
	2022	43%	46%	**58%**	45%	53%	60%	-	88%	*	30%	22%	*	64%	40%	42%	68%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**79%**	*	73%	82%	-	*	-	*	70%	*	78%	81%	82%	*
Grade 4 Mathematics	2023	63%	57%	**58%**	*	55%	69%	-	*	-	*	90%	*	65%	42%	43%	*
Grade 5 ELA/Reading	2023	65%	69%	**77%**	*	80%	75%	-	*	-	*	50%	*	81%	70%	69%	70%
Grade 5 Mathematics	2023	71%	72%	**82%**	*	70%	84%	-	*	-	*	82%	*	82%	82%	69%	70%
All Grades Both Subjects	2023	64%	65%	**75%**	50%	70%	78%	-	82%	-	71%	70%	50%	77%	69%	66%	78%
All Grades ELA/Reading	2023	63%	65%	**78%**	57%	77%	78%	-	100%	-	79%	56%	*	79%	75%	74%	81%
All Grades Mathematics	2023	66%	66%	**72%**	43%	63%	78%	-	64%	-	64%	84%	*	75%	64%	59%	75%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 4 Mathematics	2023	27%	27%	*	-	-	*	-	-	-	-	*	-	*	-	-	-
Grade 5 ELA/Reading	2023	37%	35%	**86%**	*	*	*	-	-	-	-	*	-	*	83%	86%	*
Grade 5 Mathematics	2023	48%	53%	**82%**	*	*	71%	-	-	-	*	83%	-	*	100%	75%	*
All Grades Both Subjects	2023	38%	40%	**83%**	*	83%	75%	-	-	-	*	70%	-	67%	93%	82%	*
All Grades ELA/Reading	2023	35%	39%	**90%**	*	*	*	-	-	-	-	*	-	*	86%	89%	*
All Grades Mathematics	2023	40%	41%	**77%**	*	*	67%	-	-	-	*	71%	-	50%	100%	75%	*

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	79%	**89%**	-	-	-	-	-	-	95%	95%	-	-	*	89%	95%	*
	2022	74%	76%	**92%**	-	-	-	-	-	-	83%	83%	-	-	100%	92%	86%	*
At Meets Grade Level or Above	2023	49%	53%	**70%**	-	-	-	-	-	-	65%	65%	-	-	*	71%	64%	*
	2022	48%	50%	**66%**	-	-	-	-	-	-	65%	65%	-	-	67%	66%	65%	*
At Masters Grade Level	2023	20%	22%	**40%**	-	-	-	-	-	-	40%	40%	-	-	*	40%	41%	*
	2022	23%	24%	**41%**	-	-	-	-	-	-	45%	45%	-	-	33%	41%	43%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**93%**	-	-	-	-	-	-	88%	88%	-	-	*	93%	89%	*
	2022	75%	76%	**94%**	-	-	-	-	-	-	82%	82%	-	-	*	95%	86%	*
At Meets Grade Level or Above	2023	53%	56%	**77%**	-	-	-	-	-	-	75%	75%	-	-	*	77%	78%	*
	2022	53%	53%	**76%**	-	-	-	-	-	-	65%	65%	-	-	*	77%	71%	*
At Masters Grade Level	2023	20%	21%	**47%**	-	-	-	-	-	-	50%	50%	-	-	*	46%	56%	*
	2022	25%	25%	**50%**	-	-	-	-	-	-	47%	47%	-	-	*	50%	48%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**88%**	-	-	-	-	-	-	100%	100%	-	-	*	87%	100%	*
	2022	72%	75%	**92%**	-	-	-	-	-	-	82%	82%	-	-	*	92%	86%	*
At Meets Grade Level or Above	2023	45%	46%	**66%**	-	-	-	-	-	-	75%	75%	-	-	*	66%	67%	*
	2022	42%	44%	**58%**	-	-	-	-	-	-	71%	71%	-	-	*	57%	67%	*
At Masters Grade Level	2023	19%	18%	**35%**	-	-	-	-	-	-	50%	50%	-	-	*	34%	44%	*
	2022	20%	21%	**35%**	-	-	-	-	-	-	53%	53%	-	-	*	34%	48%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	81%	**86%**	-	-	-	-	-	-	*	*	-	-	-	85%	*	*
	2022	76%	78%	**85%**	-	-	-	-	-	-	83%	83%	-	-	*	84%	86%	-
At Meets Grade Level or Above	2023	47%	54%	**64%**	-	-	-	-	-	-	*	*	-	-	-	66%	*	*
	2022	47%	51%	**61%**	-	-	-	-	-	-	50%	50%	-	-	*	62%	43%	-
At Masters Grade Level	2023	18%	23%	**37%**	-	-	-	-	-	-	*	*	-	-	-	38%	*	*
	2022	21%	24%	**29%**	-	-	-	-	-	-	17%	17%	-	-	*	31%	14%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**75%**	-	-	-	-	-	-	75%	75%	-	-	*	75%	75%	*
All Grades ELA/Reading	2023	63%	65%	**78%**	-	-	-	-	-	-	75%	75%	-	-	*	78%	79%	*
All Grades Mathematics	2023	66%	66%	**72%**	-	-	-	-	-	-	75%	75%	-	-	*	71%	71%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	40%	**83%**	-	-	-	-	-	-	*	*	-	-	-	86%	*	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WALKER CREEK EL (220902121) - BIRDVILLE ISD - TARRANT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	**90%**	-	-	-	-	-	-	*	*	-	-	-	100%	*	-
All Grades Mathematics	2023	40%	41%	**77%**	-	-	-	-	-	-	*	*	-	-	-	75%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**91%**	86%	92%	93%	-	78%	-	100%	89%	83%	93%	87%	86%	56%
Not Included in Accountability: Mobile	4%	4%	**5%**	12%	6%	4%	-	6%	-	0%	11%	17%	3%	10%	9%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	2%	3%	-	16%	-	0%	0%	0%	4%	2%	5%	40%
Not Tested	1%	1%	**0%**	2%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	94%	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**92%**	83%	92%	93%	-	79%	-	100%	90%	80%	93%	88%	87%	56%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	5%	4%	-	7%	-	0%	10%	20%	3%	9%	8%	6%
Not Included in Accountability: Other Exclusions	3%	5%	**3%**	0%	3%	3%	-	14%	-	0%	0%	0%	4%	1%	5%	39%
Not Tested	1%	1%	**0%**	6%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	6%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	89%	92%	93%	-	79%	-	100%	89%	80%	93%	89%	86%	56%
Not Included in Accountability: Mobile	5%	4%	**5%**	11%	5%	4%	-	7%	-	0%	11%	20%	3%	9%	8%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	0%	3%	3%	-	14%	-	0%	0%	0%	4%	2%	5%	39%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**88%**	83%	88%	89%	-	*	-	*	86%	*	93%	81%	81%	56%
Not Included in Accountability: Mobile	4%	4%	**7%**	17%	12%	5%	-	*	-	*	14%	*	2%	16%	11%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	0%	0%	5%	-	*	-	*	0%	*	5%	3%	7%	44%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	100%	100%	100%	100%	99%	100%	96%
Included in Accountability	93%	94%	**96%**	87%	98%	97%	-	97%	*	83%	95%	100%	99%	87%	91%	91%
Not Included in Accountability: Mobile	5%	4%	**4%**	13%	2%	2%	-	0%	*	17%	5%	0%	1%	12%	9%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	3%	*	0%	0%	0%	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	0%	1%	0%	4%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	0%	1%	0%	4%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	100%	100%	*	100%	98%	100%	96%
Included in Accountability	92%	93%	**96%**	85%	98%	97%	-	94%	*	83%	95%	*	99%	88%	90%	88%
Not Included in Accountability: Mobile	5%	4%	**3%**	15%	2%	2%	-	0%	*	17%	5%	*	1%	11%	8%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	0%	0%	-	6%	*	0%	0%	*	1%	0%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	0%	0%	*	0%	2%	0%	4%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	-	0%	*	0%	0%	*	0%	2%	0%	4%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	100%	100%	*	100%	98%	100%	96%
Included in Accountability	93%	94%	**96%**	85%	98%	97%	-	100%	*	83%	95%	*	99%	88%	91%	92%
Not Included in Accountability: Mobile	5%	5%	**3%**	15%	2%	2%	-	0%	*	17%	5%	*	1%	11%	9%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	0%	0%	*	0%	2%	0%	4%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	1%	-	0%	*	0%	0%	*	0%	2%	0%	4%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	100%	95%	96%	-	100%	-	80%	100%	-	99%	82%	91%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	5%	4%	-	0%	-	20%	0%	-	1%	18%	9%	0%

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

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.7%	**95.1%**	93.9%	94.3%	95.5%	-	96.3%	*	94.2%	93.1%	93.9%	95.1%
2020-21	95.0%	95.7%	**97.4%**	97.9%	96.6%	97.5%	*	98.7%	-	96.2%	96.1%	96.0%	96.7%
Chronic Absenteeism													
2021-22	25.7%	24.8%	**9.8%**	20.0%	16.0%	6.1%	-	8.0%	*	16.7%	20.4%	18.2%	6.1%
2020-21	15.0%	12.4%	**5.8%**	0.0%	6.4%	6.1%	*	0.0%	-	15.8%	17.6%	14.0%	10.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	90.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	74.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	75.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	1,545	368,686
By Ethnicity:				
African American	-	-	167	45,227
Hispanic	-	-	673	191,125
White	-	-	569	103,171
American Indian	-	-	9	1,159
Asian	-	-	87	18,794
Pacific Islander	-	-	5	569
Two or More Races	-	-	35	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	345	51,023
Foundation H.S. Program (Endorsement)	-	-	31	14,179
Foundation H.S. Program (DLA)	-	-	1,169	302,917
Special Education Graduates	-	-	127	32,447
Economically Disadvantaged Graduates	-	-	734	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	201	40,398
At-Risk Graduates	-	-	720	159,689
CTE Completers	-	-	214	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	450	100.0%	22,581	5,504,150	452	100.0%	22,637	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	2	0.4%	0.7%	0.5%
Pre-Kindergarten	43	9.6%	3.9%	4.4%	43	9.5%	3.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.5%	0.7%	0	0.0%	0.5%	0.7%
Pre-Kindergarten: 4-year Old	43	9.6%	3.4%	3.7%	43	9.5%	3.4%	3.7%
Kindergarten	61	13.6%	6.8%	6.7%	61	13.5%	6.8%	6.7%
Grade 1	63	14.0%	6.9%	7.2%	63	13.9%	6.9%	7.2%
Grade 2	70	15.6%	7.0%	7.2%	70	15.5%	7.0%	7.2%
Grade 3	65	14.4%	7.1%	7.2%	65	14.4%	7.1%	7.1%
Grade 4	66	14.7%	7.1%	7.2%	66	14.6%	7.1%	7.1%
Grade 5	82	18.2%	7.0%	7.2%	82	18.1%	7.0%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	7.4%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	40	8.9%	9.8%	12.8%	40	8.8%	9.8%	12.8%
Hispanic	90	20.0%	45.6%	53.0%	90	19.9%	45.6%	52.9%
White	272	60.4%	35.3%	25.6%	273	60.4%	35.4%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	20	4.4%	4.5%	5.1%	20	4.4%	4.5%	5.1%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	28	6.2%	3.9%	3.0%	29	6.4%	3.9%	3.0%
Sex:								
Female	226	50.2%	48.4%	48.8%	226	50.0%	48.3%	48.8%
Male	224	49.8%	51.6%	51.2%	226	50.0%	51.7%	51.2%
Economically Disadvantaged	156	34.7%	63.5%	62.1%	156	34.5%	63.4%	62.0%
Non-Educationally Disadvantaged	294	65.3%	36.5%	37.9%	296	65.5%	36.6%	38.0%
Section 504 Students	29	6.4%	9.6%	7.4%	29	6.4%	9.5%	7.4%
EB Students/EL	40	8.9%	25.0%	23.1%	40	8.8%	25.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	24	5.3%	7.8%	5.5%	24	5.3%	7.8%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	6	1.3%	0.8%	1.3%	6	1.3%	0.8%	1.3%
Immigrant	7	1.6%	2.0%	2.2%	7	1.5%	2.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	5	1.1%	54.1%	64.6%	5	1.1%	54.1%	64.6%
Military Connected	4	0.9%	0.7%	3.6%	4	0.9%	0.7%	3.6%
At-Risk	221	49.1%	64.3%	53.3%	221	48.9%	64.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	39	8.7%	24.8%	23.2%	39	8.6%	24.8%	23.2%
Career and Technical Education	0	0.0%	29.9%	26.5%	0	0.0%	29.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	68.0%	72.3%	0	-	68.0%	72.2%
Gifted and Talented Education	55	12.2%	7.0%	8.2%	55	12.2%	7.0%	8.2%
Special Education	41	9.1%	12.6%	12.6%	43	9.5%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	41							
By Type of Primary Disability Students with Intellectual Disabilities	16	39.0%	40.4%	44.1%				
Students with Physical Disabilities	12	29.3%	23.7%	20.0%				
Students with Autism	7	17.1%	18.0%	15.5%				
Students with Behavioral Disabilities	6	14.6%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	36	9.1%	14.4%	16.8%				
By Ethnicity: African American	5	1.3%	2.6%	3.3%				
Hispanic	2	0.5%	6.0%	8.7%				
White	23	5.8%	4.5%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.8%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.8%	0.7%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	22.0%	16.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	15.2%	13.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	18	15.3%	16.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	63	18.1%	17.8%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	5.4%	3.0%	1.5%	0.0%	5.6%	4.5%
Grade 1	8.5%	3.7%	2.5%	0.0%	3.6%	3.6%
Grade 2	0.0%	1.8%	1.6%	0.0%	1.8%	2.0%
Grade 3	0.0%	1.3%	0.8%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.8%	0.5%
Grade 5	0.0%	0.1%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.2%	0.4%	-	1.3%	0.5%
Grade 8	-	0.3%	0.4%	-	0.5%	0.5%
Grade 9	-	9.4%	8.7%	-	10.1%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.3	20.3	18.7
Grade 1	21.2	20.3	19.1
Grade 2	17.5	19.5	19.1
Grade 3	21.8	19.3	19.3
Grade 4	21.6	21.1	19.4
Grade 5	20.3	21.4	20.8
Grade 6	1.0	19.5	19.2
Secondary:			
English/Language Arts	-	16.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	18.8	17.5
Science	-	17.2	18.5
Social Studies	-	18.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	44.0	100.0%	100.0%	100.0%
Professional Staff:	36.4	82.6%	67.6%	64.1%
Teachers	30.1	68.4%	50.4%	48.7%
Professional Support	4.2	9.7%	11.7%	10.9%
Campus Administration (School Leadership)	2.0	4.5%	3.2%	3.3%
Educational Aides:	7.6	17.4%	10.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	23.0	4,258.0
Part-time Librarians	1.0	n/a	3.0	646.0
Full-time Counselors	1.0	n/a	72.0	13,815.0
Part-time Counselors	0.0	n/a	4.0	1,240.0
Total Minority Staff:	7.6	17.2%	31.1%	53.2%
Teachers by Ethnicity:				
African American	0.2	0.7%	5.0%	11.8%
Hispanic	2.0	6.6%	16.0%	29.6%
White	26.9	89.4%	75.3%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.8%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	1.0	3.3%	1.5%	1.2%
Teachers by Sex:				
Males	1.0	3.3%	23.2%	24.4%
Females	29.1	96.7%	76.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	2.0%
Bachelors	23.3	77.4%	72.1%	72.2%
Masters	6.8	22.6%	26.5%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.3	7.7%	9.5%	9.7%
1-5 Years Experience	5.0	16.6%	23.2%	26.3%
6-10 Years Experience	5.8	19.3%	22.7%	20.5%
11-20 Years Experience	10.5	34.8%	27.9%	27.2%
21-30 Years Experience	4.5	14.9%	13.5%	13.3%
Over 30 Years Experience	2.0	6.6%	3.2%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.7	6.1
Average Years Experience of Principals with District	8.0	6.7	5.3
Average Years Experience of Assistant Principals	6.0	6.4	5.2
Average Years Experience of Assistant Principals with District	6.0	5.1	4.4
Average Years Experience of Teachers:	14.5	11.5	11.0
Average Years Experience of Teachers with District:	9.8	7.6	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$75,824	$59,919	$53,300
1-5 Years Experience	$59,837	$60,212	$56,516
6-10 Years Experience	$61,487	$61,624	$59,732
11-20 Years Experience	$63,567	$64,485	$63,389
21-30 Years Experience	$69,059	$69,454	$67,876
Over 30 Years Experience	$78,531	$77,278	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$65,300	$63,500	$60,717
Professional Support	$72,767	$76,823	$72,022
Campus Administration (School Leadership)	$88,344	$91,172	$85,167
Instructional Staff Percent:	n/a	68.3%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	7.0%	5.9%
Career and Technical Education	0.0	0.0%	4.9%	5.4%
Compensatory Education	4.1	13.5%	7.3%	3.2%
Gifted and Talented Education	0.7	2.3%	0.9%	1.7%
Regular Education	22.1	73.3%	63.5%	70.6%
Special Education	3.3	10.8%	10.8%	9.7%
Other	0.0	0.0%	5.5%	3.5%

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

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

2021 - 2022 Actual Financial Data
Totals for BIRDVILLE ISD (220902)
Total Enrolled Membership: 22,447

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$113,018,781	55.26%	$5,035	$113,018,781	44.49%	$5,035	$26,795,122,749	39.67%	$4,960
State Operating Funds	$81,415,549	39.81%	$3,627	$83,395,516	32.83%	$3,715	$24,396,897,632	36.12%	$4,516
Federal Funds	$7,556,811	3.70%	$337	$48,744,514	19.19%	$2,172	$14,103,811,039	20.88%	$2,611
Other Local	$2,516,886	1.23%	$112	$8,893,898	3.50%	$396	$2,250,851,644	3.33%	$417
Total Operating Revenue	$204,508,027	100.00%	$9,111	$254,052,709	100.00%	$11,318	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$50,256,433	98.74%	$2,239	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$584,547	1.15%	$26	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$55,979	0.11%	$2	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$952,245,471	9.33%	$176
Total Other Revenue	$0	0.00%	$0	$50,896,959	100.00%	$2,267	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$204,508,027	100.00%	$9,111	$304,949,668	100.00%	$13,585	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$204,508,027	100.00%	$9,111	$304,949,668	100.00%	$13,585	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$10,585,663	100.00%	$472	$10,846,227	100.00%	$483	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$10,585,663	100.00%	$472	$10,846,227	100.00%	$483	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$215,093,690	100.00%	$9,582	$315,795,895	100.00%	$14,069	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2021 - 2022 Actual Financial Data
Totals for BIRDVILLE ISD (220902)
Total Enrolled Membership: 22,447

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$173,461,205	87.16%	$7,728	$205,451,771	84.21%	$9,153	$50,301,683,879	77.97%	$9,312
Professional & Contracted Services (Object 62xx)	$11,564,117	5.81%	$515	$12,716,375	5.21%	$567	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$9,959,334	5.00%	$444	$20,745,805	8.50%	$924	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$4,041,166	2.03%	$180	$5,051,499	2.07%	$225	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$199,025,822	100.00%	$8,866	$243,965,450	100.00%	$10,869	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$14,022	0.86%	$1	$14,022	0.02%	$1	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$312,776	19.19%	$14	$51,847,836	57.97%	$2,310	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$1,303,468	79.95%	$58	$37,582,904	42.02%	$1,674	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$1,630,266	100.00%	$73	$89,444,762	100.00%	$3,985	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$200,656,088	100.00%	$8,939	$333,410,212	100.00%	$14,853	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$117,448,066	59.01%	$5,232	$137,613,880	56.41%	$6,131	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$2,751,682	1.38%	$123	$2,820,068	1.16%	$126	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$4,849,903	2.44%	$216	$11,039,993	4.53%	$492	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$3,364,933	1.69%	$150	$4,056,012	1.66%	$181	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$12,574,929	6.32%	$560	$13,689,530	5.61%	$610	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$9,681,848	4.86%	$431	$13,051,754	5.35%	$581	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$275,856	0.14%	$12	$317,856	0.13%	$14	$230,790,970	0.36%	$43
Health Services (Function 33)	$2,659,488	1.34%	$118	$2,675,073	1.10%	$119	$753,509,900	1.17%	$139
Transportation (Function 34)	$4,972,738	2.50%	$222	$5,099,702	2.09%	$227	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$0	0.00%	$0	$11,391,186	4.67%	$507	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$5,181,169	2.60%	$231	$6,044,945	2.48%	$269	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$6,861,855	3.45%	$306	$6,907,300	2.83%	$308	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$21,647,794	10.88%	$964	$21,868,696	8.96%	$974	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$1,446,798	0.73%	$64	$1,633,805	0.67%	$73	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$5,016,797	2.52%	$223	$5,016,797	2.06%	$223	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$291,966	0.15%	$13	$738,853	0.30%	$33	$326,634,310	0.51%	$60

2021 - 2022 Actual Financial Data
Totals for BIRDVILLE ISD (220902)
Total Enrolled Membership: 22,447

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4
Total Operating Expenditures by Function	$199,025,822	100.00%	$8,866	$243,965,450	100.00%	$10,869	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$14,022	0.86%	$1	$14,022	0.02%	$1	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$312,776	19.19%	$14	$51,847,836	57.97%	$2,310	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,303,468	79.95%	$58	$37,582,904	42.02%	$1,674	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$1,630,266	100.00%	$73	$89,444,762	100.00%	$3,985	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$200,656,088	100.00%	$8,939	$333,410,212	100.00%	$14,853	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$96,300,620	48.39%	$4,290	$104,304,105	42.75%	$4,647	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$1,624,328	0.82%	$72	$1,660,993	0.68%	$74	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$9,081,844	4.56%	$405	$9,487,192	3.89%	$423	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$28,962,051	14.55%	$1,290	$36,378,702	14.91%	$1,621	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$11,073,453	5.56%	$493	$20,925,577	8.58%	$932	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$2,272,550	1.14%	$101	$2,943,052	1.21%	$131	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$1,443,410	0.73%	$64	$1,443,410	0.59%	$64	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$3,028,340	1.52%	$135	$4,055,983	1.66%	$181	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$1,190,764	0.60%	$53	$1,190,764	0.49%	$53	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$913,587	0.46%	$41	$913,587	0.37%	$41	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$3,826,723	1.92%	$170	$4,197,092	1.72%	$187	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$39,308,152	19.75%	$1,751	$56,464,993	23.14%	$2,515	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$199,025,822	100.00%	$8,866	$243,965,450	100.00%	$10,869	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$14,022	0.86%	$1	$14,022	0.02%	$1	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$312,776	19.19%	$14	$51,847,836	57.97%	$2,310	$9,844,903,533	48.41%	$1,822

2021 - 2022 Actual Financial Data
Totals for BIRDVILLE ISD (220902)
Total Enrolled Membership: 22,447

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,303,468	79.95%	$58	$37,582,904	42.02%	$1,674	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,630,266	100.00%	$73	$89,444,762	100.00%	$3,985	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$200,656,088	100.00%	$8,939	$333,410,212	100.00%	$14,853	$84,854,165,916	100.00%	$15,708
Disbursements									
Total Disbursements									
Operating Expenditures	$199,025,822	97.36%	$8,866	$243,965,450	72.34%	$10,869	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$2,533,341	1.24%	$113	$2,533,341	0.75%	$113	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$1,239,332	0.61%	$55	$1,289,332	0.38%	$57	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$14,022	0.01%	$1	$14,022	0.00%	$1	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$312,776	0.15%	$14	$51,847,836	15.37%	$2,310	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$1,303,468	0.64%	$58	$37,582,904	11.14%	$1,674	$10,445,000,110	11.64%	$1,934
Total Disbursements	$204,428,761	100.00%	$9,107	$337,232,885	100.00%	$15,024	$89,711,751,589	100.00%	$16,607
Tax Rates									
2021 - 2022 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9241			0.9543		
Interest & Sinking Tax Rate				0.4139			0.2270		
Total Tax Rate				1.3380			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8741			0.8616		
Tier I Tax Rate				0.8741			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		
Fund Balance**									
Fund Balance									

2021 - 2022 Actual Financial Data
Totals for BIRDVILLE ISD (220902)
Total Enrolled Membership: 22,447

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$927,168		$41	$1,314,227		$59	$390,605,886		$78
Restricted Fund Balance	$0		$0	$63,703,051		$2,838	$24,753,496,577		$4,926
Committed Fund Balance	$49,149,651		$2,190	$70,331,211		$3,133	$4,412,645,483		$878
Assigned Fund Balance	$31,090,109		$1,385	$31,090,109		$1,385	$4,020,147,608		$800
Unassigned Fund Balance	$15,959,346		$711	$15,959,346		$711	$17,164,429,624		$3,416
Total Fund Balance**	$97,126,274		$4,327	$182,397,944		$8,126	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$86,461,767		$3,813	$207,508,911		$9,152			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$10,664,507		$475	$-25,110,967		$-1,119			
2021-2022 Total Fund Balance	$97,126,274		$4,327	$182,397,944		$8,126			

District Improvement Plan

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

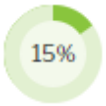
HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)
Secondary: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading)
Alignment to Strategic Plan, Strategy 1, Objective 1.

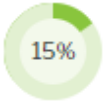
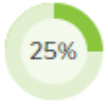
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies. c) Provide technical, consulting, and coaching support for campus implementation plans. d) Provide a video library / hub of training resources which support the district curriculum and literacy plan. e) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment & Accountability; Executive Director of Instruction & Advanced Academics				

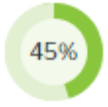
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Continue to provide elementary administration training on the science of teaching reading based on TEA and HB3 requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff. d) Infuse literacy-focused professional learning and discussions into regularly scheduled principal meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Assist campus administrators in the monitoring of campus implementation of the district RLA curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. i) Build the capacity of instructional coaches to support teachers in meeting HB3 goals and closing the gap regarding student performance. j) Create proficiency scales for mathematics grades K - 8. k) Increase teacher capacity to teach the required K-3 phonics program. l) Use the strategies learned from the Middle School Math Grant with the Dana Center and ESC 11 to strengthen math instruction. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Secondary Education, Executive Director of Instruction and Advanced Academics, and Associate Superintendent of Human Resources	10%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campuses in implementing data informed instruction and responsive teaching. **Actions:** a) Continue to conduct training on the personalized learning framework for all campus leaders and instructional staff. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. e) Develop professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. f) Support teacher training on implementation of tier one priorities. g) Train instructional coaches and principals on the use of student-centered coaching. h) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability	10%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and refine the district-wide comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP and the applicable content coordinators. b) Investigate and design options for high school enrichment. c) Review and refine the GATE services based on the Texas State Plan for Gifted Education. **Staff Responsible for Monitoring:** Executive Director of Instruction & Advanced Academics				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Support new teachers in the continued implementation of the reading academies and coaching model established by TEA based on the HB3 requirements. **Actions:** a) Implement the local plan for Reading Academies. b) Provide coaching through monitoring instruction and the collection of artifacts. **Staff Responsible for Monitoring:** Executive Director of Instruction & Advanced Academics				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Require campuses to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Support campus staff in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b) Deploy instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require campuses to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. d) Embed implementation strategies for progress monitoring in curriculum overviews. e) Incorporate the new district-developed item bank questions into campus assessments while utilizing single-test analysis within Eduphoria - Aware. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Multilingual Services, Director of Intervention Services				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Identify trends by conducting data analysis to determine progress in reading, math and English language development. b) Monitor feedback and continue enhancing the Dual Language and secondary ESL curriculum. **Staff Responsible for Monitoring:** Director of Multilingual Services **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district approved monitoring instrument.
b) Require under-performing campuses to develop a targeted improvement plan (TIP) and engage in data-driven progress monitoring meetings.

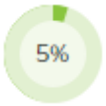
HB3 Goal

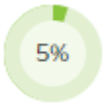
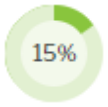
Evaluation Data Sources: Historical performance by student subgroup on state and district assessments. Alignment to Strategic Plan, Strategy 1, Objectives 1 and 2.

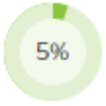
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Implement year three of the ESSER plan that was approved by TEA b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless) c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Implement processes to collect, analyze and monitor the effectiveness of interventions to expenditures (qualitative and quantitative) e) Continue to implement accelerated instruction according to HB1416 f) Investigate different models to assist with accelerating the learning for special education students **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for teachers to develop personalized intervention plans through Focus. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. e) Implement the comprehensive professional development plan targeting the needs of emergent bilinguals and special education students. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Intervention Services, Executive Director of Special Education, Director of Multilingual	20%	25%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement effective system-wide practices for the design and delivery of programs and services for Emergent Bilinguals. **Actions:** a) Increase effective systems of support by developing collaborative campus plans. b) Implement the comprehensive professional development plan targeting the competencies necessary to meet the needs of emergent bilinguals. c) Develop a written plan for the evaluation of programs and services for emergent bilinguals. d) Refine LPAC systems for monitoring the progress of current and former emergent bilingual students. e) Develop and enhance systems of collaboration with other special programs to provide appropriate services for emergent bilingual students. f)Collaborate with core content developers (Secondary Social Studies) to support instruction of emergent bilingual students. g) Evaluate and refine the elementary and secondary ESL program models. **Staff Responsible for Monitoring:** Director of Multilingual Services	30%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Strengthen the communication and monitoring of delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Implement Social and Character Development (SCD) curriculum. f) Provide professional learning and support for SCD & tiered behavior interventions. g) Provide supplemental resources for SCD supports. h) Evaluate the use of the advisory choice board for high school campuses to support MTSS and HB 1416. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Intervention Services, Director of Counseling Services				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Establish the PDSA process as a standard operating procedure in the district for improving instruction, data analysis, and student growth. **Actions:** a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Secondary Education, and the Executive Director Instruction and Advanced Academics				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students. **Staff Responsible for Monitoring:** Communications Officer				

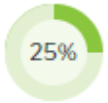
Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) Provide quarterly reports to monitor services based on coding. b) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. c) Strengthen the communication process to all stakeholders responsible for PEIMS data. d) Provide training with expanded stakeholders regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines. e) Provide training using OnDataSuite (ODS) to monitor at-risk indicators. f) Develop and implement PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.). **Staff Responsible for Monitoring:** Director of Intervention Services, Executive Director of Curriculum, Assessment and Accountability, Chief Technology Officer	15%	60%		

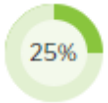
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning Survey
Alignment to Strategic Plan, Strategy 3, Objectives 3.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district curriculum for social and character development (SCD). **Actions:** a) Develop a deployment plan for implementing SCD curriculum. b) Utilize the SCD task-force to assess and evaluate the effectiveness of the SCD program. c) Provide ongoing professional learning to all stakeholders on the SCD program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. **Staff Responsible for Monitoring:** Director of Counseling Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement the SCD component contained in the district ESSER plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. c) Collect data on intervention efficacies. d) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. **Staff Responsible for Monitoring:** Director of Counseling				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral RtI plan. **Actions:** a) Ensure that every campus has trained staff in the implementation of the behavior RtI plan with established procedures. b) Audit PBIS agendas and minutes during principal appraisal conferences and campus visits. c) Require each campus to implement a research-based campus discipline management program that aligns with and supports the district behavior RtI tiered plan. d) Require campuses to use Focus to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. e) Audit use of listed resources in behavior RtI plan to determine future use and to explore the need for additional resources. f) Create a venue for campuses to share best practice for implementing the behavior RtI plan. g) Review the process for discretionary placement and provide campus administrative staff training to ensure proper DAEP placement for students served by special education. h) Research and develop a plan for implementing programs that address mandatory placement and training for DAEP staff. **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Executive Director of Student Services **Results Driven Accountability**	20%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase the number of students meeting college, career, and military (CCMR) readiness requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will in turn increase the percent of students meeting CCMR which will impact all domains for high school accountability.

HB3 Goal

Evaluation Data Sources: Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military (suspended until further notice from TEA), number of students who complete CTE certifications and/or licensees.
Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to CTE courses for students at all high schools, with a focus on at-risk students. **Actions:** a) Use the eDynamic course offerings to expand CTE participation. b) Develop and implement communication strategies to educate stakeholders at all levels of all CCMR options for students. c) Investigate the implementation of the OnRamps program. d) Implement test prep support for college readiness exams (SAT, ACT, TSIA2, etc.). e) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet work force readiness skills. f) Assist in identifying additional businesses who provide work-based opportunities for special needs students. g) Work with TEA to implement a PTECH college program. h) Establish a district-working group to develop strategies to increase CCMR opportunities for students. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction and Accountability	5%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support to all high school students to help them meet career and college readiness standards. **Actions:** a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and the department to provide pertinent information and support to meet career and college readiness requirements. b) Utilize the individualized graduation plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other career and college readiness requirements. c) Progress monitor all identified students that are at risk of not graduating, including but not limited to special education and emergent bilingual students, to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Director of Counseling	20%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand the opportunities for high school students to meet college, career and military readiness (CCMR) indicators. **Actions:** a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites. b) Offer the SAT School Day at all BISD High Schools for all juniors in the Spring semester and all seniors at no cost to the student. c) Provide test prep for college entrance exams to students through a variety formats, including the resources provided on the advisory choice board. d) Implement an intensive tutorial program for the Collegiate Academy of Birdville students for the TSIA 2 and PSAT. e) Pay for all sophomores and juniors to take the PSAT/NMSQT. f) Pay for all 8th graders to take PSAT 8. g) Utilize the AP potential list to provide guidance counseling for students. h) Provide campuses with a list of students who need to meet the CCMR requirement. i) Increase industry-based certifications by identifying and removing barriers for certification testing. j) Examine industry-based certifications test data and enter into Focus for PEIMS submission. k) Administer a fall and spring senior survey regarding CCMR intent upon graduation. l) Pay for students to take industry-based certification exams. m) Provide opportunities for students to take the ASVAB. n) Increase participation in development math and English college preparatory courses. o) Communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers. p) Highlight college opportunities and connections to scholarships, application processes, and planning services as part of the advisory choice board. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment and Accountability, Executive Director of Instruction and Advanced Academics, Director of CTE and CCMR, and Director of Counseling	5%	10%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop system-wide plans to increase opportunities for multilingual students to meet college and career readiness indicators. **Actions:** a) Refine and implement the World Language program to increase AP World Language course participation and completion. b) Develop a graduate pathway to include AP or CTE opportunities for 8th grade AP World Language completers. c) Develop a collaborative plan with campus and Instruction and Advanced Academics to increase the participation of emergent bilingual students in advanced courses. **Staff Responsible for Monitoring:** Director of Multilingual Services	30%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Provide funding for campuses to provide incentives to improve student attendance. b) Monitor student attendance and review progress with principals on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at district level meetings. d) Audit use of campus attendance incentive funds to determine future allocations for each campus. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. f) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals. **Staff Responsible for Monitoring:** Executive Director of Student Services, Assistant Director of Student Services **Problem Statements:** Demographics 1	30%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district's branding and marketing plan. **Actions:** a) Finalize brand development. b) Develop core messaging to drive the BISD brand forward. c) Develop a quarterly digital and social messaging plan. **Staff Responsible for Monitoring:** Communications Officer	35%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

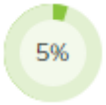
Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the district department level. **Actions:** a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters that follow the formative review cycles. g) Update and share the district assessment plan with links for resources to the various plans such as the curriculum management plan. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Assessment, and Accountability	15%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment. **Actions:** a) Identify and communicate standards. b) Revise written guidelines and procedures for furniture requests. c) Develop processes and procedures to implement the guidelines. d) Communicate standards to all levels, including the classroom teacher. **Staff Responsible for Monitoring:** Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction	5%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance. **Actions:** a) Create and distribute to key stakeholders a new hire report that reflects their credentials in specific areas. b) Create a recruitment schedule showing the programs recruiting at the end of the year. c) Develop a retention plan. d) Develop partnerships with universities and the regional service center to recruit candidates in critical areas. e) Develop a plan for meeting certification requirements and areas of need for current staff. f) Report the number of vacancies in the above areas at the beginning of each quarter. g) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Instruction and Advanced Academics				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff
Aligns to Strategic Plan, Strategy 1

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to work with district and campus administrators to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campuses and district work sites. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. **Staff Responsible for Monitoring:** Executive Director of Student Services **Problem Statements:** Perceptions 1	5%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

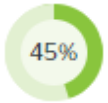
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs	35%	50%		

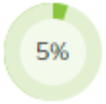
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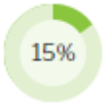
Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of district improvement plan requirements
Aligns with Strategic Plan, Strategy One

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities. **Actions:** a) Continue to distribute information and provide training modules to counselors. b) Continue to monitor the effectiveness of the delivery of services. c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR. **Staff Responsible for Monitoring:** Director of Counseling Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a district-wide coordinated health program. **Actions:** a) Establish and convene a district health advisory committee to develop or update the district-wide coordinated health plan that includes mental health issues. (Provence) b) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data. (Master) **Staff Responsible for Monitoring:** Director of Health Services				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Design and provide services that align and support academic achievement and reduce the dropout rate for at-risk students that meet one or more of the fifteen state criteria. **Actions:** a) Develop a plan for the use of state compensatory education funding. b) Identify gaps in the implementation of the district dropout prevention plan. c) Develop a corrective action plan based on the fifteen at-risk factors to improve the delivery of services to all qualifying students. d) Strengthen the communication and monitoring of delivery of at-risk services. e) Develop and use a Parent Engagement Plan to involve campuses and increase parent involvement and support for at-risk students. f) Implement professional learning for 2023-2024 that will address the needs of staff working with at-risk students. **Staff Responsible for Monitoring:** Director of Counseling Services, Director of Intervention Services, Executive Director of Finance and Federal Programs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. **Actions:** a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of EB students. **Staff Responsible for Monitoring:** Executive Director of Finance and Federal Programs, Director of Multilingual Services				

 No Progress  Accomplished  Continue/Modify  Discontinue

Academy at C. F. Thomas

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group as measured by district approved screeners (BOY, MOY and EOY) in order to achieve the HB3 Board Goals in reading and math.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. **Actions:** a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan. c) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Provide time for staff to conduct campus instructional walks and debriefing sessions. b) Utilize data from instructional walks and formative assessments to customize campus professional learning. c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Infuse literacy-focused professional learning and discussions into monthly meetings. e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. f) Increase teacher capacity to teach the required K-3 phonics program. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $1,000	30%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching. **Actions:** a)Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments. b) Monitor, support and provide feedback for campus implementation of personalized learning. c) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. d) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. e) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. f) Develop professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. g) Support teacher training on implementation of tier one priorities. h) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $145,713, Instructional Resources - 211 - Title I - $9,133				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements. **Actions:** a) Implement, monitor and support the district plan for Reading Academies. b) New teachers in grades K-3 and special education will participate in this year's Reading Academy. **Staff Responsible for Monitoring:** Campus Administration Reading Academy Coaches Designated Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. **Actions:** a) Continue to support and train staff with the BAS/SEL, mClass assessment, and STAR Ren. b) Train teachers and campus staff in grades prekindergarten - 5th on the administration of the TEA math and reading assessments and utilization of progress monitoring data through Eduphoria to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math. e) Oversee the implementation of progress monitoring assessments within appropriate windows. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	40%	70%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Utilize MPL to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program. **Staff Responsible for Monitoring:** Campus Administration Multilingual Program Lead Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	35%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus. **Actions:** a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Grade level teams utilize the PDSA process to monitor progress towards goals. g) Students regularly track individual growth in data folders. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need. **Actions:** a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,584				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs. c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $1,000, Campus Personnel - 199 - General Funds: SCE - $33,482				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER - $11,480				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Hold campus MTSS meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have designated intervention time. c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources. d) Implement district SEB curriculum and resources along with Conscious Discipline. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

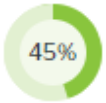
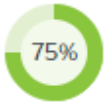
Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk 504 Coordinator Special Education Staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 199 - General Funds: SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a campus-administered student/staff survey.

Evaluation Data Sources: Observation Data
Social-Emotional Behavior Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-approved program that teaches social-emotional skills. **Actions:** a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional behaviors and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEB curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration Campus Staff CSI Team Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the SEL component contained in the district ESSER plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data and information from campus staff to determine the needs of families in crisis. **Staff Responsible for Monitoring:** Campus Administration and Campus staff **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the behavioral MTSS plan with fidelity. **Actions:** a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior MTSS collaboratives and utilize Success Ed or Focus to input behavioral student plans. d) Utilize the behavior facilitator to guide best practices. **Staff Responsible for Monitoring:** Campus Administration Campus Staff CSI Team Behavior Facilitator **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2022-2023 Campus Attendance

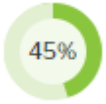
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement a campus-wide program that increases student attendance. **Actions:** a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Attendance Clerk **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** - 199 - General Funds	45%	65%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff and Student Survey, Accident Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Review perception data from students, staff, and parents to identify strategies to improve campus safety. b) Utilize the campus CSI team to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team. d) Implement and review the district safety protocols. e) Schedule and monitor safety drills through Navigate 360. f) Identify potential school and safety threats using survey data to implement and refine procedures. g) Continue to implement the Anonymous Alerts and Threat Assessment System. h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Safety Committee **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Problem Statements:** Student Learning 2 - Perceptions 1	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a district-wide coordinated health program. **Actions:** a) Continue to implement health related plans at the campus level. Examples include: Play It Safe,Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class. **Staff Responsible for Monitoring:** Campus Administration Nurse Campus Staff **Problem Statements:** Demographics 1, 2 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Alliene Mullendore Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's growth in reading between the beginning and the end of the year.

Evaluation Data Sources: Fountas & Pinnell reading levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district literacy plan. **Actions:** a) Ensure all reading teachers attend district training. b) Utilize instructional coaches to help mentor and train teachers with use of district-provided strategies. c) Provide coverage so that teachers will be able to visit Model Classrooms. d) Implement comprehensive RtI plan and Progress Monitoring e) Reading workshop model utilizing district curriculum materials f) implement F & P curriculum with fidelity **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3, 5 **Funding Sources:** Instructional Resources - 211 - Title I - $1,500	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement personalized learning for students. **Actions:** a) Scheduled WIN time for intervention and extension c) Implement guided reading strategies d) Implement flexible small groups based on data e) Utilize performance data from M-class and Renaissance programs to target instruction to student need f) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math and reading interventionist **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 5 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $49,814, Intervention Personnel - 211 - Title I - $71,468	50%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement district Social and Emotional Learning using Character Strong. **Actions:** a) Ensure all teachers participate in weekly lessons and activities with students. b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students each nine weeks who model and demonstrate character values and traits shared during daily morning announcements and weekly lessons. d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups such as our economically disadvantaged and students in our subpopulations as measured by state and district assessments.

Evaluation Data Sources: Historical performance by student groups on STAAR and CBA Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting. **Actions:** a) Work with special education teachers and general education teachers to include students in general education setting. b) Train general education teachers to scaffold instruction and work with students who have special learning requirements. c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Special Education teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use intervention strategies designed to meet student needs. **Actions:** a) Meet during scheduled PLC and RTI collaboratives to discuss student progress, academic growth, and instructional celebrations and concerns. b) Implement and monitor strategies discussed at RtI collaborative discussions. c) Integrate a GAP class (Gaining Academic Performance) during specials rotations that allows flexibility for students to regularly use remediation and extension programs. d) Monitor the progress and growth of students that are identified as economically disadvantaged and those who fall in more than one sup-group. Provide additional support for those students that are struggling and extensions for those that are making gains and growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI team **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 4 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - $3,650				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize tutors to help serve Tier 3 students. **Actions:** a) Hire certified teachers to serve as tutors. b) Have tutors work closely with reading and math interventionist to group students and to provided targeted instruction based on student need. c) Create a WIN time schedule where students can be supported during times that new information is not being delivered. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5 **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Tutorials - 211 - Title I - $2,000, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - $17,157				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs. **Actions:** a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies. b) Utilize campus "Instructional Rounds" to provide teachers the opportunity to observe and become familiar with continuous improvement strategies. c) Provide sub coverage for teachers so they can visit other campuses to observe implementation of continuous improvement strategies. d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures. e) Collaborate in PLC and vertical teams to discuss and review district, campus and state common assessments in an effort to target student needs and supportive instructional strategies. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5 **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 211 - Title I - 199-General Funds:SCE - $17,157	50%	75%		

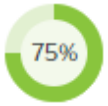
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use intervention strategies designed to meet the needs of English Language learners. **Actions:** a) Ensure all staff are ELL certified and have the training needed to support English Learners. b) Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning. c) Utilize RTI spreadsheet and information about student demographics in addition to student growth and need. c) Use the campus instructional coach to assist in providing tools, resources and strategies needed to support the EL students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by campus-administered student survey.

Evaluation Data Sources: Student survey results and office referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Conscious Discipline strategies to teach social-emotional skills. **Actions:** a) Provide Conscious Discipline PD to entire staff. b) Campus wide participation in Conscious Discipline E-course. c) Daily morning announcements targeting C.D. skills. d) Campus wide classroom buddies and C.D. review and discussions. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Professional Development - 211 - Title I - $3,152				

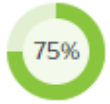
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize lessons in Character Strong and the SELF values to teach and promote virtues. **Actions:** a) Teachers and students in each homeroom class will elect a classmate that exemplifies the SELF virtue for each nine weeks. This student will be recognized as the "Selfie Kid". b) Students will be recognized on a grade level awards presentation that will be displayed in the school and emailed to families. c) Students who are selected will be given a dog tag and a water bottle promoting the values. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district Behavior RtI plan. **Actions:** a) Create behavior RtI team. b) Utilize Conscious Discipline and the tools and strategies shared for supporting students. c) Schedule opportunities each nine weeks for counselor to provide guidance lessons to students. d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations. e) Utilize district Behavior RtI Specialist. **Staff Responsible for Monitoring:** Principal and Assistant Principal and Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared with prior school year.

Evaluation Data Sources: Campus ADA percentages compared with previous school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance. **Actions:** a) Promote attendance incentives to staff, students, and parents. b) Track attendance and display in public place for staff, students, and parents to see. c) Acknowledge and reward student attendance by recognizing classes with the highest percentage of attendance weekly on the announcements. d) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch. d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships. e) Recognize teacher attendance during morning announcements and staff newsletter. f) Offer incentives for perfect staff attendance, perfect staff weekly attendance, and staff monthly attendance. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 6	50%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement strategies and principles to identify and improve operations and student outcomes.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes. **Actions:** a) Develop SMART goals for attendance and safety. b) Track attendance data throughout the school year. c) Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement. d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed. e)Provide a google form for staff to complete with concerns regarding campus safety and campus drills. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 6	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Improve the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Campus-administered survey of students, parents and staff

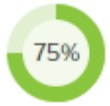
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Show and discuss the quarterly safety videos. b) Survey staff, students, and families regarding their safety perceptions. c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned. d) Meet with Campus Safety/Operations team to discuss drills and after action plan. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and to reduce the number of work days lost due to accidents occurring on the job by 10%.

Evaluation Data Sources: Quarterly reports of workers' compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment. **Actions:** a) Ensure all campus employees complete Safe School training. b) Ensure all staff know where all step ladders are hanging. c) Work with custodian to ensure that all slipping hazards are marked. d) Train necessary staff in CPI. e) Use campus walks to evaluate areas of needed repair and concern. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

BCTAL

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All Birdville Center of Technology and Advanced Learning courses will promote learning by engaging in our Campus Culture of Literacy and preparing students with real-world, hands-on experiences based on individual learning styles utilizing continuous improvement.

Evaluation Data Sources: Data collected from instructional observations, differentiated instructional strategies, Career and Technology Lab experiences, internships, earned industry certification, and practicums related to content. Canvas courses/Lesson Plans. Literacy strategies observed and in lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Aligning classroom instruction to the reading level of the certification exam for that content area. **Actions:** 1. Provide training on Lexile levels for students and text. Provide teachers time to execute this process. 2. Gather Lexile levels for certification exams and students. 3. Create or evaluate lessons and formative assessments to determine if these match the lexile level of the exam. 4. Utilize January PL time to implement this strategy. 5. Follow up in late spring/summer with additional training on closing reading gaps for students. **Staff Responsible for Monitoring:** Principal, LOL, Academic Dean of Home Campus, CTE Coordinator	30%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure all accommodations are followed for students who qualify. **Actions:** 1. Determine specific classroom accommodations for students who qualify. 2. Determine allowable accommodations for certification exams. Have discussions with stakeholders regarding testing accommodations. 3. Work with home campuses to ensure an Accommodation list for each student has been provided as needed. **Staff Responsible for Monitoring:** Principal, Teachers, Home Campus Case Managers	10%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Collaborate with Birdville Center of Technology and Advanced Learning teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.

Evaluation Data Sources: The percent of students experiencing success on industry-based certifications. Assessments were used and percent of students increased from pre to post-test.

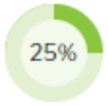
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will administer formal and informal progress checks to indicate the levels of student readiness for their certification exam. **Actions:** 1. Provide the time and place for teachers to administer a mock exam. a. Create a testing environment that matches the environment in which the actual certification test will be given. b. Allow teachers to field trip students for the purpose of the mock (see item a) 2. Using Aware, or other certification resource, teach faculty how to monitor progress for each indicator for each certification exam. **Staff Responsible for Monitoring:** Principal, lead teachers, CTE administrators	55%	75%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Literacy: Birdville Center of Technology and Advanced Learning will practice literacy strategies learning in Professional Development across all content areas to provide support for our home campuses so that at least 90% of students show improvement in their reading levels.

Evaluation Data Sources: Passing rates on student certification exams as students will require to have the expected vocabulary and reasoning skills to pass these exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Import Lexile levels of students from home campus reading screeners so BCTAL teachers can help assess needs before certification exams. **Actions:** Identify students who need assistance. **Staff Responsible for Monitoring:** Principal, Home-Campus Academic Dean				

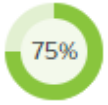
 No Progress  Accomplished  Continue/Modify  Discontinue

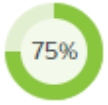
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Recruitment and Marketing: Provide an increased opportunity for elementary and middle school students to experience classes and programs at the BCTAL through 5th grade and 8th-grade tours throughout the school year.

Evaluation Data Sources: Increase in the number of student schedule requests throughout the next scheduling process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide building and program tours to all 5th-grade students and 8th-grade students throughout the school year. **Actions:** Scheduled visits from each elementary and middle school led by student ambassadors **Staff Responsible for Monitoring:** Principal, CTE Coordinators, Building Ambassadors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Marketing of Programs at the BCTAL continues as a priority for students, parents, community, and business partners. **Actions:** 1. Increase Social Media presence on all platforms possible. 2. Student-led opportunities to showcase programs in the community (BCTAL Blooms, Community Health Fair, Ambassador visits to middle school, Realtor visits, guest speakers). **Staff Responsible for Monitoring:** Principal, Teachers, Social Media liaison				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student and Instructor involvement in Career and Technology Student Organizations (CTSO) membership and competitions to further showcase the talents of the students in BISD on the Regional, State, and National Levels. **Actions:** Encourage and prepare students to participate in Regional and State Competitions in all available CTSO's for each pathway. **Staff Responsible for Monitoring:** Principal and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: All students who attend classes at the BCTAL will attain at least one CCMR indicator prior to graduation.

HB3 Goal

Evaluation Data Sources: ODS verification file/PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure students continue in an aligned CTE pathway working towards Completer status **Actions:** 1. Encourage students to attain industry certifications. 2. Provide teachers PL on pathways in approved programs of study and how students become completers. 3. Increase participation in career exploration opportunities in the community and business settings. **Staff Responsible for Monitoring:** Principal, Teachers, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Create a positive, non-confrontational campus environment that will enhance learning and foster a positive, courteous campus atmosphere as evidenced by teacher/student attendance, student engagement and earned certifications.

Evaluation Data Sources: Student and Staff surveys (December and May), staff meetings and earned certifications.

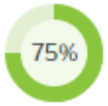
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Faculty and staff will receive instruction to highlight the importance of building authentic rapport between with our students. **Actions:** 1. Staff will greet students in the halls before and after classes. 2. Encourage faculty to utilize local resources, ie., principal & trauma counselor, when students demonstrate the need for intervention. **Staff Responsible for Monitoring:** Principal, CTE Administration.	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of workdays lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Safety records report from Risk Management

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing safety training in accident prevention **Actions:** Through campus-wide faculty and staff meetings, as well as campus PL opportunities, the campus principal will provide training, utilizing video and other data-rich resources, to reinforce the learning. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

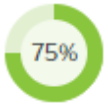
Birdville Elementary

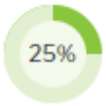
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

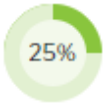
Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies **Actions:** a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c)Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1 **Funding Sources:** Title 1 - 211 - Title I - $7,000, General Funds - 199 - General Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math. **Actions:** a) Continue to support and train teachers with the BAS assessment. b) Grade level Professional Learning Communities (PLCs) will develop common formative assessments to monitor students growth in math and reading. They will utilize the PDSA cycle to analyze data. c) Teachers will work with academic coaches to develop instruction that is responsive to progress monitoring data. d) Train and support teachers with mClass for reading and math in kindergarten and reading in first and second. e) Train teachers and staff on the use of assessment data to inform instructional decisions. f) Monitor the progress of students in prekindergarten through 5th grade through the use of RtI assessments (screeners and progress monitoring data). g) Oversee the implementation of progress monitoring windows. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement campus Professional Learning Communities (PLCs) with a focus on responsive teaching and continuous improvement. Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) conduct weekly campus PLCs b) Infuse literacy-focused discussions into PLCs c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Provide support in implementing the K-3 phonics program. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Support teachers in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b)Academic coach will work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require teachers to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. **Staff Responsible for Monitoring:** Principal, assistant principal, academic coach **Problem Statements:** Demographics 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $46,387				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

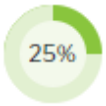
HB3 Goal

Evaluation Data Sources: STAAR, and district CBA assessments
Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. **Actions:** a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and implement instructional strategies for EB students. **Actions:** a) Utilize Ellevation to monitor EB students b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students. Teachers will meet with her regularly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Principal, Assistant Principal. Academic Coach, Dual Language Coach **Title I:** 2.4 **Problem Statements:** Student Learning 2	25%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Parent Curriculum Night to give parents information on how to help their students be more successful. b) Provide a Family STEAM Night where parents can learn about hands-on activities that they can do with their children. d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved. e) Develop and distribute a campus Parental Involvement Policy. f) Electronically distribute Title I information to further explain the programs and services available to BES students. g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year. h) consider Jumpstart at beginning of year to acclimate K-1 students to school and building. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,584	30%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide reading and math intervention for tier 2 and tier 3 students. **Actions:** a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter. b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year. c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers. d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year. e) Use SCE funded highly qualified reading interventionists to provide additional support to students at risk based on preponderance of data in order to decrease learning gaps and increase student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Tutoring - 211 - Title I - $30,000, - 211 - Title I - $1,000, Intervention personnel - 211 - Title I - $111,325, - 199 - General Funds: SCE				

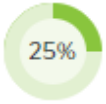
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide accelerated instruction to all students who did not meet expectations on the 2023 STAAR assessments. **Actions:** Students will receive tutoring in small groups for a minimum of 30 hours in all areas of STAAR where they did not meet expectations. Tutoring will target current grade level TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom teachers. **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I - $7,470, - ESSER - $39,672				

 No Progress  Accomplished Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs. **Actions:** a) Classroom teachers will implement Character Strong lessons every Friday. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Follow MYD protocols. e) Train faculty in TBRI. f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal. classroom teachers, counselor, crisis counselor **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Funds: SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior MTSS tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral RtI plan. **Actions:** a) Assemble a behavior RtI campus team. b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1	15%	70%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: PEIMS Attendance Reports; Weekly/9 week/semester attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance. **Actions:** a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1	20%	70%		



No Progress



Accomplished

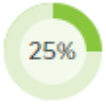

Continue/Modify


Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff, student, and parent surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Assemble a campus Emergency Management Team. b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills with follow up meeting of the EMT to debrief. f) Implement the Anonymous Alerts and Threat Assessment system. g) utilize Nav 360 to account for students and staff during drills h) multiple daily checks of all doors **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5, 4.2 **Problem Statements:** Demographics 1				

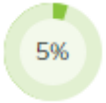
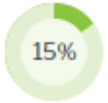
 No Progress  Accomplished  Continue/Modify  Discontinue

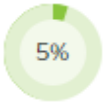
Birdville High School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: Increase STAAR Performance under Student Achievement (Domain 1) of the state accountability system from the previous school year.

Evaluation Data Sources: Domain 1 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Tier 1 Priorities in each content area. **Actions:** a) Implement a process for monitoring implementation of tier 1 priorities b)Develop and implement a plan to increase leadership density throughout the system around Tier 1 priority implementation. c) Allocate necessary resources to implement Tier 1 priorities d) Use screener data to provide differentiated Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Embed literacy instruction in all content areas. **Actions:** a) All teachers receive Canvas training specific to their content areas. b) Use screener data and teacher feedback to make decisions on next steps. c) Implement Tier 1 Priorities used in all content areas to enhance literacy instruction **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and Professional Learning Committee Facilitators **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** a) Utilize case managers and/or ESL team for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services. b) Allocate resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student needs. **Staff Responsible for Monitoring:** Campus Administration and ESL Team **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1 **Funding Sources:** Personnel - 199 - General Funds: SCE - $478,515	5%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Increase Academic Growth under School Progress (Domain 2) of the state accountability system from the previous school year.

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and monitor a system of continuous improvement for the classroom **Actions:** a) Implement a coordinated plan for training teachers on classroom continuous improvement through PLCs and Departments lead by our LOL team b) Continue CI implementation process with classroom mission statements, PDSA, and student data folders. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1 - School Culture and Climate 1	5%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Actions:** a) Tutoring with targeted students before school, during Hawk Time, and after school b) Utilize an Instructional Coach for the purpose of supporting our teachers as they perform coaching cycles **Staff Responsible for Monitoring:** Campus administration and instructional coach	5%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Increase the number of students meeting college, career, and military (CCMR) readiness requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards.

HB3 Goal

Evaluation Data Sources: Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military, number of students who complete CTE certifications and/or licensees.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to CTE courses for students, with a focus on at-risk students. **Actions:** a) Develop and implement communication strategies to educate stakeholders at all levels of all CCMR options for students. b) Implement test prep support for college readiness exams (SAT, ACT, TSIA2, etc.). c) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet workforce readiness skills. d) Assist in identifying additional businesses who provide work-based opportunities for special needs students. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor	5%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support to all students to help them meet career and college readiness standards. **Actions:** a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and the department to provide pertinent information and support to meet career and college readiness requirements. b) Utilize the individualized graduation plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other career and college readiness requirements. c) Progress monitor all identified at-risk students to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor	5%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand the opportunities for students to meet college, career and military readiness (CCMR) indicators. **Actions:** a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites. b) Offer the SAT School Day for all juniors in the Spring semester and all seniors at no cost to the student. c) Provide test prep for college entrance exams to students through a variety formats, including the resources provided on the advisory choice board. d) Administer a fall and spring senior survey regarding CCMR intent upon graduation. e) Provide opportunities for students to take the ASVAB.	5%	20%		

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for teachers to develop personalized intervention plans through Focus. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. e) Implement the comprehensive professional development plan targeting the needs of emergent bilinguals and special education students. **Staff Responsible for Monitoring:** Campus administration, Academic Dean, Instructional Coach **Funding Sources:** Dean - 199 - General Funds: SCE	5%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Campus survey data

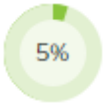
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide classroom counseling lessons addressing relevant topics for our students through the Character Strong curriculum. **Actions:** a) Conduct Red Ribbon activities during Red Ribbon Week in October b) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time c) Worth the Wait and Play it Safe programs led by campus clinic staff, contracted staff, and local PD address STDs and risks associated with sexual conduct d) Create a Students Serving Students organization/club on campus that consists of student leaders who can provide an outlet for their peers who are struggling with mental health e) Use character lessons as the basis for identifying the Outstanding Citizen recipients. f) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. **Staff Responsible for Monitoring:** Campus Administration	5%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

Evaluation Data Sources: Annual review of student participation data from current school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Integrate programs and create conditions to provide students the opportunity to develop their talents, passions, and strengths beyond the core curriculum **Actions:** a) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements, daily e-newsletter and beginning of the year activities b) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills c) Implement programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests d) Lead Freshman classes in grade level meetings to orient to campus and encourage participation and understanding of campus culture (including Fish Camp) **Staff Responsible for Monitoring:** Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall campus ADA as per Summer PEIMS submission

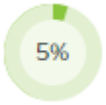
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Utilize funding from district to provide incentives to improve student attendance. b) Monitor student attendance and review progress with staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at a campus level. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration and Attendance Clerks **Funding Sources:** Attendance Officer - 199 - General Funds: SCE	5%	45%		

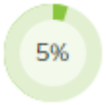
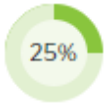
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: Use continuous improvement to identify and improve operations and outcomes in every department.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus department level. **Actions:** a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters that follow the formative review cycles. **Staff Responsible for Monitoring:** Campus Administration and Department Heads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ and retain quality teachers and support staff to attain excellence in student performance. **Actions:** a) Develop a retention plan. b) Develop partnerships with universities and the regional service center to recruit candidates in critical areas. c) Conduct rigorous interviews to identify and recruit the top talent. d) Provide a support system for new teachers through an onboarding program. e) Establish a positive culture in which staff members feel supported, appreciated and valued.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue our locally developed campus-wide behavior / discipline management RtI program **Actions:** a) Train staff members on our campus wide behavior/discipline management RtI program b) Align campus discipline management programs with requirements of the district RtI plan. c) Conduct an evaluation of the implementation of the behavior RtI plan d) Monitor the assignment of students in the DAEP and their subsequent behavioral progress. e) Evaluate data from Tyler Pulse, Aware and screeners to identify academic trends of students assigned to ISS. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE	5%	25%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.

Evaluation Data Sources: Quarterly review of workers' compensation program

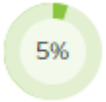
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the campus accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. **Staff Responsible for Monitoring:** Campus Administration	5%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: Campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to work with district and campus administrators to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Business

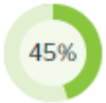
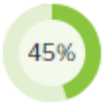
Goal 1: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Use continuous improvement to identify and improve operations and outcomes in every department.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes at the district department level	Formative			Summative
Actions: a) Establish goals for each department to improve the efficiency and effectiveness of operations at all levels of the organization b) Develop and implement department plans to achieve goals, including the identification of strategies and specific actions. 1. Bi-weekly meetings with each department c) Evaluate the effectiveness of plans in achieving goals d) Communicate and celebrate department successes **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Assign employees and deadlines to the PBC List throughout the year	Formative			Summative
Staff Responsible for Monitoring: Executive Director of Finance & Federal Programs, Director of Accounting	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Work with external auditors for a list of ACFR tasks, employees assigned, and deadlines.	Formative			Summative
Staff Responsible for Monitoring: Director of Accounting, Accounting Coordinator	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Renew TASBO Award of Excellence in Financial Reporting **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs, Accounting Staff, Business Staff, Federal Programs Staff	75%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Work to standardize operations for all fund sources and establish guidelines that are easily understood by all stakeholders

Performance Objective 1: Establish unified procedures that are followed regardless of fund source

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop manuals and guidelines for stakeholders to utilize when spending district funds. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs, Director of Accounting	45%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the department safety plans b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs	65%	65%		

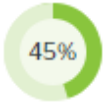
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Career and Technology Education

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and math literacy between the beginning and end of year, and all students identified as CTE will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels
Secondary: Lexile levels
Elementary: CLI Engage - Circle (pre-kindergarten), Renaissance - STAR Assessments (math 1-5), iStation (reading, grades K-5), grades 3-3 reading and math TEA Interims
Secondary: STAR Renaissance, grades 6-8 and Algebra TEA Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support implementation of literacy initiative within content areas. **Actions:** a)Provide ongoing training, professional learning and support for teachers to implement literacy strategies. b) Provide elementary career guidance digital lessons for teachers and counselors. c) Provide training and ongoing support for online literacy resources d) Provide professional development including: Digital Tools and Literacy (digital learning specialist) and review district literacy strategies, CTE Canvas Course and Recalibrating the Journey Canvas Course. **Staff Responsible for Monitoring:** CTE Coordinators, CTE Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by state and district assessments and meet all progress monitoring targets for reading and mathematics for all groups as measured by a district approved monitoring instrument.

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing training and professional learning for teachers to implement literacy strategies for all students, including LEP and SPED students. **Actions:** a) ESL learning strategies ("Elevation tool online for LEP students- teacher resource) b) Support as needed through our digital learning specialist, content coordinators/ESL coordinator, CTE district website (Canvas CTE page) and Literacy Training in Leaders of Learners. c) CTE Department participates in ongoing collaboration with ESL Department, Teaching and Learning Department, as well as ESC Region 11. CTE is attending region, state-wide and national conferences that provide additional professional learning. d) District Professional Learning day we will provide teachers training regarding differentiation using Newsela lexile leveled reading materials. **Staff Responsible for Monitoring:** CTE Coordinators, CTE Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to support the implementation of the recommendations based on program evaluation conducted Fall of 2019 to ensure program quality, coherency, and efficiency. **Actions:** Provide ongoing training and professional development learning opportunities for teachers to support implementation of the recommendations **Staff Responsible for Monitoring:** CTE Coordinators, CTE Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: District Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1. We will support social-emotional development as measured by a district-administered survey of student perceptions in CTE. **Actions:** a) CTE will support the implementation of SELF the new Social, Emotional Learning program. b) CTE teachers will integrate in Canvas courses. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Behavioral Rtl data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the district-wide behavioral RtI program **Actions:** a) Staff will participate in district training and implement the district plan within CTE. b) Provide students with opportunities to participate in Career and Technology Student Leadership Organizations that engage in professional co-curricular experiences that require good attendance, passing grades and positive behavior to compete in district, state, national and international competitions linked to their endorsement area choices. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support to CTE teachers with their lesson design to engage students. **Actions:** a) Provide professional learning that supports teachers with Canvas lesson designs that engage students to improve behavioral concerns. b) Provide teachers with multiple lesson planning resources that engage students in Career and Technology pathways, such as Newsela, co-curricular Career and Technology Student Leadership Organization lessons, State created Texas CTE Resource Center website, and state adopted curriculum materials. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

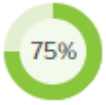
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase the number of students meeting college, career and military readiness requirements.
(a) Increase the students who will meet progress monitoring targets for college readiness standards as specified by HB3.
(b) Increase the students who will meet progress monitoring targets for career readiness standards as specified by HB3.

Evaluation Data Sources: Number of students meeting TSI qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military, number of students who complete CTE certifications and/or licensures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to CTE courses for all students at all high schools. **Actions:** a) All students create a graduation plan in 8th grade. b) Use the eDynamic course offerings to expand CTE participation. c) Provide transportation to BCTAL for all students interested in advanced CTE courses and instruction for industry-based certifications and licensures. d) Research the possibility of adding CTE staff to support additional CTE courses at all high schools. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Research various ways that all high schools' schedules can align more closely with the BCTAL schedule, such as students starting or ending at BCTAL. **Actions:** a) Principals works with BCTAL Principal, Directors of CTE and Counseling to see how more students could access BCTAL at the beginning and ending of school. b) Utilize online options such as Edgenuity and eDynamics to provide students with greater flexibility in course selections. **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Director of CTE, Director of Counseling				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide support to all students in order to help them meet College Career and Military Readiness including Industry-Based Certifications. **Actions:** a) Require that all students have a graduation plan that addresses meeting College & Career readiness requirements (i.e. TSI testing, IBCs). b) Administer a survey to students at all high school campuses to determine post-secondary plans including military service. c) Research the possibility of more students taking JROTC at the high schools. d) Use allotment from TEA to pay for Industry-Based Certifications. e) Enter certifications earned in Skyward/PEIMS. **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Director of CTE, Director of Counseling, CTE Coordinators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Expand the opportunities for high school students to meet CCMR indicators. **Actions:** a) Continue to provide students interested in dual credit courses and all seniors the opportunity to take the TSI at BCTAL. b) Review coding information for CCMR to ensure accuracy in the fall. c) Continue to increase industry-based certifications test data and enter into Skyward for PEIMS submission. d) Support the implementation and administration of a fall and spring senior survey regarding CCMR intent upon graduation including demonstration of intent to enlist in the military. e) Continue to pay for students to take industry-based certification exams. f) Continue to pay for CTE students to take CTE dual credit courses. h) Provide support for ROTC and provide students opportunities to take the ASVAB. i) Provide resources and support for the required 8th grade course entitled College and Careers. j) Continue to communicate the importance CCMR through CTE programs of study, career pathways, and CTE courses. **Staff Responsible for Monitoring:** Director of Teaching, Learning and Advanced Academics and Director of CTE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 6: All CTE courses will promote learning by engaging in the District Culture of Literacy and preparing students with real-world, hands-on experiences based on individual learning styles utilizing continuous improvement.

Evaluation Data Sources: Data collected from classroom observations, differentiated instructional strategies, CTE Lab experiences, internships, earned industry certifications, and practicums related to content. Canvas courses/Lesson Plans. Literacy strategies observed and in lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of industry certifications earned by students in all CTE classes. **Actions:** Collaborate with CTE teachers by program area, in monthly meetings regarding courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams. **Staff Responsible for Monitoring:** District CTE Director, CTE Coordinators, Principal	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CTE teachers and students will use classroom and personal mission statements to guide and improve learning. **Actions:** Collaborate with CTE teachers on the development of a classroom mission statement to be created alongside students. **Staff Responsible for Monitoring:** Principal, CTE Coordinators	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CTE student work is analyzed and improved through the frequent, systematic use of the Plan-Do-Study-Act cycle. **Actions:** Collaborate with CTE teachers on how to use the PDSA cycle within their planning and instruction. **Staff Responsible for Monitoring:** Principal, CTE Coordinators	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 7: Provide ongoing instructional and technical support to CTE teachers with courses aligned to industry-based certification exams in order to enhance teacher instructional readiness and student success on industry-based certification exams.

Evaluation Data Sources: Earned certifications, Canvas courses, Program Evaluations with business partners.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

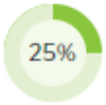
Performance Objective 8: Collaborate with CTE teachers to implement curriculum formative assessments in support of students' success on industry-based certification exams.

Evaluation Data Sources: The percentage of students experiencing success on industry-based certifications. Assessments used and percentage of student scores increasing from pre to post test.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support and implement district-wide program to incentivize student and staff attendance. **Actions:** a) Monitor student ADA by calculating contact hours and earn FTEs. b) Provide support to campuses for CTE teachers. c) Monitor ADA as it pertains to entry into and continued participation in National Technical Honor Society and all Career and Technical Student Leadership Organizations, such as SkillsUSA, FFA, TPSA, BPA, TSA, FCCLA, TAFE, DECA and HOSA. **Staff Responsible for Monitoring:** CTE Coordinators and CTE Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support district-wide continuous improvement processes. **Actions:** a) Monitor the progress of data driven instruction of the BISD and CTE Learning Plan. b) Monitor the progress of CTE Canvas course design. c) Monitor the development of Skyward 4-year plan and college and career exploration and student implantation of personal four-year plans. **Staff Responsible for Monitoring:** CTE Coordinators, CTE Director, CTE Director of Counseling	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide access to CTE state curriculum resources, textbooks and online resources. **Actions:** a) Professional development in Forethought, textbook publishers and vendors. b) Provide training for use of CTE online resources and Canvas lesson design. c) Provide training for use of developed Skyward 4 graduation plan and college and career exploration curriculum used for all 8th grade students before creating their individualized four-year graduation plan **Staff Responsible for Monitoring:** CTE Coordinators, CTE Director	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CTE department will recruit, employ and retain quality teaching, administrative, and support staff to attain excellence in student performance. **Actions:** a) CTE will have job posting information on CTE professional organization websites including CTAT to reach potential new candidates with appropriate credentials and industry experience. b) CTE will hire based on industry experience using the DOI provisions and provide support transitioning industry professionals into the CTE classroom. **Staff Responsible for Monitoring:** Director of CTE and Director of Human Resources	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Literacy: CTE will practice literacy strategies learning in Professional Development across all content areas and provide support to core content areas so that at least 90% of students are reading on or above grade level.

Evaluation Data Sources: English End-of-Course 1 and 2 passing rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Participate in Curriculum Instructional Review process to focus on evidence and effectiveness of rigorous literacy-based strategies and begin coaching CTE teachers in personalized learning opportunities. **Actions:** Perform observational walks with teachers and collaborate with committee members. **Staff Responsible for Monitoring:** CTE Coordinators, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review a shared understanding of literacy best practices with teachers by providing ongoing training and support **Actions:** Deepen the understanding and implementation of literacy strategies to make connections and determine how to fill in the gaps; increases in industry certifications may result. **Staff Responsible for Monitoring:** CTE Coordinators, Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students enrolled in CTE as is required and necessary including, SPED, ELL, and 504 students.

Evaluation Data Sources: Progress monitoring of student achievement and teacher documentation of interventions and assistance provided.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review training on the implementation of accommodations for students requiring accommodations. Collaborate with SPED, ELL and 504 departments to review information necessary for students to achieve success and be supported. **Actions:** Provide CTE teachers with ongoing training on the implementation of accommodations. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: a) Meet the district safety and security standards in CTE classrooms district-wide, at campuses, BCTAL and BASC to ensure safety and security for all students, staff and parents. **Actions:** a) Provide a safe environment for students, parents, faculty, and staff at BCTAL, and the Birdville Animal Science Complex by providing additional cameras, ID badges with security access to all doors. b) Provide caretakers and emergency phones at the Birdville Animal Science Complex. c) Provide safety training for CTE students and staff, including certification opportunities in CPR and First Aid. d) Implement COVID 19 CTE and BCTAL Guidelines and Procedures. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the implementation of district-wide program that promotes an accident-free work environment. **Actions:** a) Address facility issues and needs. b) Provide training for staff. c) Monitor the implementation of safety procedures and completion of SafeSchools training. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of department improvement plan requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist with the development and implementation of training and information opportunities with campus counseling departments to deliver current and accurate information toward college admission and financial aid opportunities for staff, students, and parents **Actions:** a) Provide support and meet with counselors each six weeks. b) Delivery of appropriate information and emphasize the importance of CCMR. c) Provide college and career course teachers with appropriate information to utilize when assisting students with creation of individual four-year graduation plans. d) Train CTE staff to support in ARDS to ensure appropriate placement and four -year planning for SPED students. **Staff Responsible for Monitoring:** CTE Director, CTE Coordinators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: CTE teachers will be trained on Stop the Bleed and complete other District safety training.

Evaluation Data Sources: Successful completion of training course.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 5: CTE teachers will complete in Character Strong training.

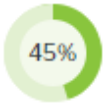
Evaluation Data Sources: Successful completion of training course.

Cheney Hills Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading as measured by STAAR, MClass, and/or the Benchmark Assessment System.

Evaluation Data Sources: BAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation. **Actions:** 1) Provide model lesson as needed 2) Provide training and pictures/video of implementation 3) Discuss and monitor student data progress during student data meetings 4) Document usage during administrative walkthroughs 5) Emphasis on word study **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Teacher Committee **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** - 211 - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Lessons will be designed using the workshop model as an instructional framework. **Actions:** 1)Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Teachers will utilize Reading Language Arts content coordinators as a resource. 3) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 4) Guided Reading will be an instrumental piece to an effective workshop. 5) Students will have choice in the selection of texts to work on mastery of the daily learning target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4 **Funding Sources:** - 211 - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction. **Actions:** 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4 **Funding Sources:** Tutors - ESSER - $36,030, Intervention Personnel - 211 - Title I - $2,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions. **Actions:** 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. 4) Teachers will meet bi-weekly with Principal and Assistant Principal to discuss student progress and compare with performance data. **Staff Responsible for Monitoring:** Principal, Academic Coach, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - 199 - General Funds: SCE	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All students will make a minimum of one year's progress in math as measured by STAR, STAAR, or CLI.

Evaluation Data Sources: STAAR, STAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lessons will be designed using the workshop model as an instructional framework. **Actions:** 1)Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Math will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of centers to work on mastery of the daily learning target. 5) Teachers will be required to use district math content coordinators as a resource. **Staff Responsible for Monitoring:** Academic Coach, principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Resources - 211 - Title I, Campus Personnel - 211 - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction. **Actions:** 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Intervention Personnel - ESSER - $36,030	55%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be consistent in the use of data to inform instructional decisions. **Actions:** 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. 4) Teachers will meet with Principal and Assistant Principal bi-weekly to discuss student progress and to align progress with performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I	40%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: All students in grades pre kindergarten - third grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.
A) English Learners will meet the TELPAS progress rate of 50% for the 2023-2024 school year.

HB3 Goal

Evaluation Data Sources: STAAR, CLI, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A daily 50 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, & 3. **Actions:** 1) Teachers will be conducting tier 3 remediation within their classrooms this year. 2) Use data from common assessments, benchmarks, and interims to drive instruction during this block. 3) Utilize campus/district resources for instructional activities 4) Use small group instruction as the cornerstone for closing the academic deficit 5) Utilize State Compensatory Education-funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance **Staff Responsible for Monitoring:** Principal, Academic Coach, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Math and Reading interventionists - 199 - General Funds: SCE - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement 9 week Vertical Alignment Collaboration **Actions:** 1) The campus will operate as a professional learning community. 2) Staff will analyze student work and performance data. 3) Staff will use the 4 Professional Learning Community questions to guide our work. (What do we want our students to know and to be able to do; How will we measure the students proficiency of this standard; How will we remediate if they do not learn it; How will we enrich the instruction for those who know this information) 4) Staff will identify hard to teach/learn TEKS and share successful strategies **Staff Responsible for Monitoring:** Administration, LOLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3	60%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: By June 2024 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum. **Actions:** 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource. **Staff Responsible for Monitoring:** Administration, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Prekindergarten Teachers - 199 - General Funds: SCE	80%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: By June 2024 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

HB3 Goal

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Daily Word Study/Phonics Instruction **Actions:** Teachers will utilize the Heggerty resources for daily phonics instruction. **Staff Responsible for Monitoring:** Administration, Academic Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1	40%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: By June 2024. the campus attendance rate will be 95% or higher.

Evaluation Data Sources: PEIMS Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	95%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: During the 2023-2024 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will have multiple opportunities for parents to be involved in their child's education. **Actions:** 1) Meet the Teacher 2) Curriculum/Title I Information Night 3) Reading Night 4) Science Night 5) Math Night 6) Winter Holiday Performance 7) PTA Meetings 8) We have many restaurant and family engagement nights planned **Staff Responsible for Monitoring:** Administration, Teachers, PTA **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Family Engagement - 211 - Title I - $2,196	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement the Character Strong Program. **Actions:** 1) Develop an Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor, Administration **Problem Statements:** Perceptions 1 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual Review of WC Cases

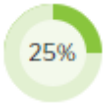
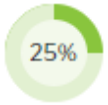
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training required by the district for safety. **Actions:** 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Child Nutrition

Goal 1: Monitor inventory levels at campuses to reduce waste and costs

Performance Objective 1: Maintain inventory levels at the standard of having no more than 7-10 days of inventory on hand.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide helpful ordering procedure training to cafe managers. **Staff Responsible for Monitoring:** Child Nutrition Supervisors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide proper refrigeration and low room temperatures to increase the quality and lifespan of food inventory. **Staff Responsible for Monitoring:** Director of Child Nutrition				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All staff will work in a safe and responsive environment.

Performance Objective 1: Require staff to review monthly safety topic and Edwards Risk Management Safety meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review each accident report **Staff Responsible for Monitoring:** Director of Child Nutrition	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Determine ways to encourage safety in the workplace **Staff Responsible for Monitoring:** Director of Child Nutrition	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Collegiate Academy Of Birdville

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: Collegiate Academy of Birdville (CAB) will increase scores in Algebra I to meet Early College High School (ECHS) requirements for distinction - over 50% of students will Meet Grade Level and over 40% will Master.

Evaluation Data Sources: interim assessments; grades in Algebra course; demonstration of mastery in Khan Academy

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assess math regression and deficits with Renaissance, Khan Academy, and IXL through targeted mastery lessons **Actions:** identify students in need from data and current performance schedule students needing help for tutorials and/or move student into double-blocked AI class **Staff Responsible for Monitoring:** Lindsey, Gerard **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Place students in need of AI in double-blocked Algebra class for additional tutoring and support. **Actions:** Class scheduled Students enrolled Add students as data identifies needs **Staff Responsible for Monitoring:** Lindsey, Gerard **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	35%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All freshmen will pass the Texas Success Initiative Assessment 2 (TSIA2) Reading and Writing exam by the end of freshman year.

HB3 Goal

Evaluation Data Sources: interim assessment scores; grades in English I and II; demonstration of mastery on practice exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of Literacy Program with Reading Across the Curriculum with required reading and writing assignments in all content areas each unit. **Actions:** Discuss as action item at each planning meeting. **Staff Responsible for Monitoring:** Gerard, Williams, Cheyne **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Place students in need of either AI or TSIA2 support in additional Reading and Writing support class and increase short-cycle assessments to determine progress and later instruction. **Actions:** Verify that all students needing support are either enrolled in the course or are provided regular support in other settings. **Staff Responsible for Monitoring:** Gerard, Williams **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	30%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: All juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% of sophomores will pass by the end of their sophomore year.

HB3 Goal

Evaluation Data Sources: scores in Algebra II; demonstration of mastery on practice exams; scores on TSIA2

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use results of TSIA2 Diagnostics to determine course of study in Renaissance and Khan to develop missing content knowledge and skills. **Actions:** Hanrahan, Gerard **Problem Statements:** Student Achievement 1	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to require test prep as a component of AVID with monitored progress. **Actions:** Determine areas for growth for each student - diagnostics. Assign minimum progress needed each week through AVID Monitor results **Staff Responsible for Monitoring:** Cheyne, Beshel, Hanrahan, Diehl **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1, 2	20%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Juniors who have not net the standard for TSIA2 for Math will attend required prep period weekly and use Canvas course developed by Algebra II teacher to prepare and retest until achieving passing score. **Actions:** Students assigned to class. Canvas course implemented. **Staff Responsible for Monitoring:** Cruze, Hanrahan **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: All CAB students will grow 2 years or more in reading abilities until they reach college level performance, as measured from Spring of previous year by End of Year (EOY) Renaissance Screener using metric to be identified by Assessment Department.

Evaluation Data Sources: Renaissance scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategies for Objective 2 **Problem Statements:** Student Achievement 2	20%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: All CAB students will grow 2 years or more in math abilities until they reach college level performance, as measured from Spring of previous year by End of Year (EOY) Renaissance Screener using metric to be identified by Assessment Department.

Evaluation Data Sources: Renaissance scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategies for Objective 3 **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) by 10% as compared to the prior school year, through improved monitoring and counseling for issues of student retention, recruitment, and days in attendance.

Evaluation Data Sources: daily/weekly/six week attendance; TCC attendance report; RaaWee reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Systematize awarding of House points for attendance **Actions:** Create scorecard Distribute scorecards Award points regularly Monitor results **Staff Responsible for Monitoring:** All teacher - points Monitoring - Gerard **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use Kaizen (continuous improvement) to identify and improve operations and outcomes through regularly scheduled meetings and classroom visits.

Evaluation Data Sources: meeting minutes; T-TESS notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule regular Kaizen meetings bi-weekly to suggest and implement improvements in systems. **Actions:** Create agendas for meetings Bi-weekly meetings held Suggestions implemented **Staff Responsible for Monitoring:** Gerard **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	N/A	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Go to Gembah every week - classroom visit to one or more classrooms every week. **Actions:** Classroom visits Share observations **Staff Responsible for Monitoring:** Gerard	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Continue regular planning meetings at both campuses and delegate responsibilities for student activities among staff members.

Evaluation Data Sources: Calendars; meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue scheduling regular planning meetings for both campuses. **Actions:** Schedule meetings Hold meetings **Staff Responsible for Monitoring:** Gerard; Cruze **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: Hold quarterly Leadership Meetings with TCC and BISD representation as required by the Blueprint.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule quarterly meetings through Dr. Clark's office and encourage TCC administration to participate. **Actions:** Contact Dr. Clark's office for scheduling. Schedule and inform TCC Hold meetings in September, November, and April **Staff Responsible for Monitoring:** Gerard **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Continue Continuous Improvement (CI) meetings biweekly.

Evaluation Data Sources: meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold biweekly CI meetings; incorporate plus/deltas into planning. **Actions:** Calendar meetings in advance; create common digital folder for agendas and minutes **Staff Responsible for Monitoring:** Gerard, Cruze **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Hold weekly planning meetings on both campuses.

Evaluation Data Sources: meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Every week hold planning meeting on both campuses. **Staff Responsible for Monitoring:** Gerard, Cruze **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Continue Behavioral RtI model pioneered by Haltom Middle School and reduce OOS and ISS to zero.

Evaluation Data Sources: behavioral data from Focus and discipline tracking spreadsheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Behavioral RtI model pioneered by Haltom Middle School and reduce OOS and ISS to zero. **Staff Responsible for Monitoring:** Gerard **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: Maintain rating of Interdependent in all categories on OHI.

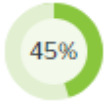
Evaluation Data Sources: OHI results for 23-24

DAEP

Goal 1: Students will achieve their full potential through a system that is responsive to the behavior, academic, social, and emotional needs of the student.

Performance Objective 1: Student is exited from DAEP after a successful review.

Evaluation Data Sources: Data notebooks, teacher feedback, Transition plans

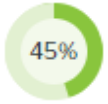
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff and students will use the Academic Notebooks to document academic continuous improvement. Students will set goals and be responsible for their data on grades and social goals. The campus administrator meets individually with students to discuss their progress and how to transition back to their home campus successfully. **Actions:** During the administrative review, students discuss with the administrator the effort and changes they displayed while at DAEP and how they can transition to their home campus successfully, implementing the strategies learned while at DAEP. **Staff Responsible for Monitoring:** Administrator, advisory teachers, Educational Aides, SE Counselor **Problem Statements:** Demographics 3 - Student Learning 3 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the behavior, academic, social, and emotional needs of the student.

Performance Objective 2: Academic alignment is achieved for each student course utilizing Canvas and Edgeunity

Evaluation Data Sources: Emails, academic logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: DAEP teachers contact all home campus teachers on CANVAS or Edgenuity to ensure students are completing assignments that are mirroring to the home campus classroom instruction . The campus instructional coach support by following up with additional communication with home campus teachers when needed . AI is tracked by the instructional coach. **Actions:** Immediate notification of home campus teachers of students placement at DAEP, maintain communication with home campus teachers throughout DAEP placement, provide grade withdrawal form to home campus. **Staff Responsible for Monitoring:** Instructional Coach, administrator, faculty and staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 4 - School Processes & Programs 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the behavior, academic, social, and emotional needs of the student.

Performance Objective 3: Faculty and staff are provided professional development with a focus on best practices in the DAEP classroom, ensuring the use of these strategies during classroom observations.

Evaluation Data Sources: teacher observations, professional development

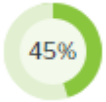
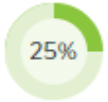
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills. **Actions:** Communications logs, emails, binders, **Staff Responsible for Monitoring:** administrator, instructional coach **Targeted Support Strategy** **Problem Statements:** Student Learning 4 - School Processes & Programs 5		N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective organizational skills to support and improve student learning,.

Performance Objective 1: All faculty and staff will utilize the Behavior Management System (BMS) with fidelity.

Evaluation Data Sources: Student profiles in the BMS platform.

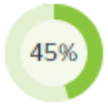
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrator tracks use of the BMS for consistency among faculty and staff. All rooms will have posted BMS checking for student reminders/encouragement. Daily end of the day open forum talks with faculty and staff reviews student behaviors and actions taken/not taken. **Actions:** Initial concern with student behavior is required to be placed in the BMS. During end of the day transitioning time, teachers will require students to check their BMS. **Staff Responsible for Monitoring:** Administrator, teachers, students **Problem Statements:** School Processes & Programs 8 - Perceptions 7				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective organizational skills to support and improve student learning,.

Performance Objective 2: During staff meetings each week we will discuss our changing student population and any concerns or areas of growth within our systems.

Evaluation Data Sources: Review data on successful reviews , BMS, student binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Each day will receive a specific area on which to focus. Specific days dedicated to SPED concerns, safety issues, and technology concerns. We will remain flexible as additional concerns are brought forth. **Actions:** daily after school discussions with all faculty and staff offering input **Staff Responsible for Monitoring:** Administrator, SE Counselor, Instructional Coach and Department Chair **Problem Statements:** Demographics 3 - Student Learning 3 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective organizational skills to support and improve student learning,.

Performance Objective 3: Upon entry into the DAEP program, all students will be assessed by the campus SE Counselor and participate in Character Strong/ 'Character Education course daily

Evaluation Data Sources: MAY-SI mental health evaluation data, Character Strong curriculum, SE counselor, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize campus DAEP Portal for students to access the campu SE Counselor, with the portal providing students with a means for identifying the severity of their request to meet with the counselor **Actions:** Daily checks of the portal request. Open discussions led by Character Ed teacher, ensuring students feel the forum is a safe forum for sharing. **Staff Responsible for Monitoring:** SE Counselor, teacher, administrator **Problem Statements:** School Processes & Programs 8 - Perceptions 7	90%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

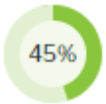
Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Students in DAEP will not participate in physical altercations.

Evaluation Data Sources: Discipline records. Behavior Management System BMS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students in DAEP will participate in Ropes Course, Character Education classes, and Drug Intervention forums. Participation results in students being exposed to alternate solutions for conflicts, demonstrates and improve their communication and decision making skills. **Actions:** Ropes Course, which is held once a week, introduce students to teamwork, communication skills and problem solving strategies. Daily Character Education classes provide students with positive means for solving conflicts. Participation in the Drug Interventions offered at DAEP weekly for middle school students, and biweekly for high school students, assist students in understanding the effects drug/alcohol use has on their behavior and demonstrates to them real life consequences of continued use. **Staff Responsible for Monitoring:** Administrator, SE Counselor, teachers, Educational Aides, **Problem Statements:** School Processes & Programs 8 - Perceptions 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations. **Actions:** DAEP will have a secured check in held daily, in which all students walk through a metal detector and are searched manually, which lessen the chance for a weapon on campus. Upon placement notification, the DAEP coordinator and administrator, communicate with assigning campus to ensure separation of students involved in conflicts, as well as ensure a separation for those involved in incidents such as group drug use and/or lewd behavior. To make classroom assignments more efficient, the hallway is structured so that one group of rooms would not encounter the opposite group of rooms throughout the day. All bathroom breaks are escorted one classroom at a time. Overall student movement is limited. Students remain in one room most of the day, while teachers rotate. When being escorted to lunch and during bathroom breaks, students are required to walk on center hallway line with hands in pockets or behind their back. Communication between students is limited to Character Education classes. Open discussions during regular classes is prohibited and should result in a loss of points, and losing points could result in additional days. Dismissal is staggered by rooms, and based on best behaviors (Gold dismissed first, green second, followed by pink). All expectations are provided to students and parents at the required intake meeting. **Staff Responsible for Monitoring:** Administrator, all faculty and staff, SE counselor, campus SRO, security guard. **Problem Statements:** School Processes & Programs 8 - Perceptions 7				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: DAEP faculty and staff will receive training in the use of proper restraining procedures and ROPES. **Actions:** BISD requires that all faculty and staff of the DAEP campus receives training in restraining procedures. The training is offered at the start of the school year. Late hires are trained as the course becomes available. During the start of the year as a campus professional development day, teachers participate in a hands on training for the ROPES course. This training provides lessons in teamwork, problem solving and communication. Late hires do not receive the training, as it is only offered once a year. **Staff Responsible for Monitoring:** Administrator, SE Counselor (ROPES) **Problem Statements:** School Processes & Programs 8 - Perceptions 7				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: All faculty and staff will receive professional development for CPI-Nonviolent Crisis Intervention training program and utilize learned strategies

Evaluation Data Sources: CPI training,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Revisit training midyear. Provide training for late hires. **Actions:** Call upon district administration for additional training when new EAs are hired. Request review training midyear from district trainers. **Problem Statements:** School Processes & Programs 8 - Perceptions 7				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Upon entry into the DAEP program, all students will receive daily instruction in Character Education/Character Strong, learning solution/resolutions to conflicts.

Evaluation Data Sources: Student surveys, Character Strong/Education curriculum, recidivism data, Character Ed. student reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure curriculum is relevant and relatable to students. Teacher attends Character Education Training **Actions:** Provide students with hands on activities, problem/solution demonstrations and speakers **Staff Responsible for Monitoring:** Teacher, SE Counselor and administrator **Problem Statements:** School Processes & Programs 8 - Perceptions 7	90%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: Upon entry into the DAEP program all students will participate weekly in ROPES, a hands on physical obstacle course, learning team building and communication skills

Evaluation Data Sources: Student surveys, Character Ed student reflection data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Prepare students during intake providing information regarding the ROPES course. Ensure activity is followed by a debrief of learned skills with students **Actions:** Ensure course is safe for participation, provide instructions prior to participation. **Staff Responsible for Monitoring:** SE Counselor, teacher, administrator **Problem Statements:** Student Learning 7 - School Processes & Programs 7, 8 - Perceptions 7, 8				

 No Progress  Accomplished  Continue/Modify  Discontinue

David E. Smith Elementary

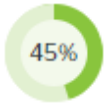
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.
b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

HB3 Goal

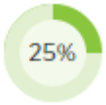
Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Continue to build capacity to implement the district literacy plan at the campus level. **Actions:** a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan. b) Support campus Leaders of Learners to lead the implementation of the District literacy plan. **Staff Responsible for Monitoring:** Campus Administration, Leaders of learners team and academic coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Literacy Resources and Professional Development - 211 - Title I - $7,500, Academic coach - 211 - Title I - $80,153, Academic coach - 199 - General Funds: SCE	30%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement. **Actions:** a) Provide time for staff to conduct campus instructional walks and debriefing sessions b) Infuse literacy-focused discussions into staff meetings and PLC c) Utilize data from instructional walks and formative assessments to customize campus professional learning **Staff Responsible for Monitoring:** Campus Administration, Leaders of Learners team, academic coaches, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Coaching Clarity with Jenn Kleiber / Staff PD - 211 - Title I, Academic Coaches - 199 - General Funds: SCE, Academic Coaches - 211 - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven. **Actions:** a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments. b) Provide campus staff with opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology for further personalized learning for students. Students will utilize technology during their station rotations and learning paths will be determined based on student needs. Students will be able to work through these stations independently. d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning. This will include classroom teachers, special ed teachers and interventionists. e) Administration will meet and review campus data regularly. f) Provide support and training for 2.0 tier 1 priorities. g) Utilize reading interventionist to provide extra support to students who are at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. h) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting during school. **Staff Responsible for Monitoring:** Campus Administration, Leaders of Learners team, academic coaches, and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Instructional Resources/PD - 211 - Title I - $500, Intervention Personnel - 199 - General Funds: SCE, Title 1 tutors - 211 - Title I - $35,100, MTSS teacher - 211 - Title I - $40,172, Tutoring - teachers - ESSER - $21,136	40%	45%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements. **Actions:** a) Implement, monitor and support the district plan for Reading Academies. b) Five new teachers across the campus will be participating in the reading academy this year. c) Teachers who have completed the reading academy previously will be held accountable to implementing the explicit instruction that is required by HB3. **Staff Responsible for Monitoring:** Campus Administration, Reading Academy Coach, , Instructional coaches and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1	35%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th grade. **Actions:** a) Continue to support and train staff with the Benchmark assessment system, mClass assessment and Star Renaissance screeners. b) Train and support teachers and campus staff from prekindergarten - 5th grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. (assessments including: MClass math and reading, Star math, BAS, Circle, Interims) c) Provide opportunities for the instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math and communicate this progress to our families for their support. e) Oversee the implementation of progress monitoring assessments within appropriate windows. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Substitutes for BAS testing - 211 - Title I - $1,000, Intervention Personnel - 199 - General Funds: SCE, Academic Coach - 199 - General Funds: SCE, Academic Coach - 211 - Title I, MTSS Teacher - 211 - Title I				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) In addition , meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Coordinate the implementation of the system-wide practices for the design and delivery of programs and services for Emergent Bilinguals. **Actions:** a) Provide support to teachers to follow the written plan for the evaluation of programs and services for Emergent Bilinguals. b) Ensure the comprehensive professional development plan targeting the competencies necessary to serve the needs of Emergent Bilinguals is communicated to teachers. Encourage teachers to participate and engage in these PD opportunities. c) Follow the systems for monitoring of progress and accommodating linguistic and academic instruction of Emergent Bilinguals. e) Follow the ESL program model for elementary laid out by the district. f) Follow the district bi-literacy framework as laid out by the district to implement the Dual Language Program. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff, Academic Coaches, Bilingual coach **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 3	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to train and implement the district continuous improvement process and requirements for mission statements, development of smart goals, the PDSA process and progress monitoring using data folders in the classroom. **Actions:** a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices by utilizing the district rubric with campus teaching staff. c) Utilize the Leaders of Learners to analyze the campus needs and next steps required based on the district continuous improvement rubric. d) Utilize campus grade level Professional learning communities to analyze grade level needs to support campus goals. Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Create a new campus vision statement, mission statement and values. f) Classrooms will develop their individual mission statements and strategic learning goals. g) Students will regularly track individual growth in data folders. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1	10%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enlist community and business partners to assist in providing support to students and families who are in need. **Actions:** a) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $2,500	20%	40%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning. **Actions:** a) Coordinate professional development for all teachers in analyzing and use a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs. c) Coordinate professional development for all teachers and staff in the use of AWARE to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Campus Administration, Academic coaches, and campus staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE	30%	55%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the district protocol to ensure identification and accurate coding of all students who qualify to receive special program services. **Actions:** a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide training to campus staff to utilize Success-Ed to monitor program responses to students who are identified for 504, special education, or RtI services. c) Ensure that all special services (RTI, SPED, EB, AI, At risk) are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Focus **Staff Responsible for Monitoring:** Campus Administration, Campus staff, Intervention Services department, Special Education staff, 504 coordinator, attendance clerk **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 **Funding Sources:** Educational Assistants - 211 - Title I - $57,813, Tutoring Personnel-Teachers and tutors - ESSER, Tutoring Personnel-Tutors - 211 - Title I, Tutoring Personnel-Teachers - 211 - Title I - $3,538	30%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement the Response to Intervention (RTI) framework to facilitate a multi-tiered system of support for identified students. **Actions:** a) Hold campus RTI meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have a designated RTI time. Reading intervention will be a pull out service and math intervention will be a push-in service to better meet the needs of our students. c) regularly meet with campus intervention staff to discuss progress, needs, curriculum and resources. d) Utilize our MTSS teacher to support our intervention plan to meet our students by supporting teachers in analyzing data, modeling best practices for intervention and creating intervention schedules. e) Implement SEL curriculum Conscious Discipline (CD) and district provided resources. f) Continue to provide professional learning for CD and tiered behavior interventions. g) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning. h) Create and Implement an Accelerated Intervention Plan to address HB4545. **Staff Responsible for Monitoring:** Campus Administration, Reading and Math Interventionist, AI tutors, Classroom teachers, and Academic Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER, MTSS teacher - 211 - Title I	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by campus expectations.

Evaluation Data Sources: Observation data, Social Emotional survey

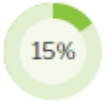
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train all staff and continue to implement Conscious Discipline campus wide. **Actions:** a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations. d) Train campus staff on the implementation of Purposeful people expectations and begin weekly lessons of 20 minutes. c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff, Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** Crisis Counselors - 199 - General Funds: SCE	10%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the behavioral RtI plan with fidelity **Actions:** a) Provide training and Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Schedule extended behavior RTI collaborative and utilize Focus to input behavioral RtI student plans. **Staff Responsible for Monitoring:** Campus Administration, campus staff, Counseling team, Behavior Facilitator **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** Professional Development and training - 211 - Title I - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2022-2023 Campus Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement a campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Develop and communicate campus attendance plan with all stakeholders. b) The logistics committee will monitor student attendance and review progress with campus staff on a monthly basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. d) Provide incentives that encourage student attendance. e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues. f) Communicate monthly with paper flyers, social media, email and parent information events on the importance of attendance. **Staff Responsible for Monitoring:** Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	10%	40%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes throughout the campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

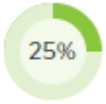
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level. **Actions:** a) Campus departments utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, social committee, and LOL team will each set a goal and move through the PDSA process at each meeting.) a) Classes write mission statements and develop strategic learning goals. b) Each individual class utilize the PDSA process to track progress and growth towards goals. d) Students regularly track individual growth in data folders. **Staff Responsible for Monitoring:** Campus Administration and campus staff **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2	35%	45%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff and student surveys and accident reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Model and communicate to students, staff and families the safety protocols for our campus. b) Review the district safety protocols and implement them. c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills. d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. f) Implement the Anonymous Alerts and Threat Assessment system g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

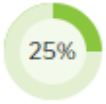
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** a) Require staff to review district plan and safety training sessions. b) Perform campus safety walks and address needs. c) Provide safety equipment as needed. d) Monitor the implementation of safety procedures. e) All employees will complete safe schools. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site Base Team Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a district-wide coordinated health program. **Actions:** a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams. b) Follow district health requirements c) Students participate in regular pacers and fitness grams in physical education classes. **Staff Responsible for Monitoring:** Campus Administration, Nurse, Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Facilities Management

Goal 1: Improve FM Department accountability

Performance Objective 1: Replace existing work order system

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Replace existing work order system with a system that records and calculates time and hours spend on repairs and project work.	Nov	Jan	Mar	June
	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Reorganize departments' staffing structure	Nov	Jan	Mar	June
	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Improve vehicle fleet safety

Performance Objective 1: Less accidents with district vehicles

Strategy 1 Details	Reviews			
Strategy 1: Incorporate on-board GPS on all white fleet vehicles.	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate drug testing program for all drivers of District vehicles.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Federal and State Programs

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in core content between the beginning and end of year.
a) In addition, closing achievement gaps will remain a focus.

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels
Secondary: Lexile levels
Elementary: CLI Engage - Circle (prekindergarten), CLI Engage , Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims
Secondary: STAR Renaissance, grades 6-8 and Algebra TEA Interims

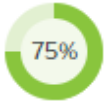
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist campuses in completion of Comprehensive Needs Assessment and development of Campus Improvement Plans. **Actions:** Actions: a) Provide ongoing training for campuses on CNA processes. c) Provide technical, consulting, and support for CIP Title I Schoolwide Elements. **Staff Responsible for Monitoring:** Assistant Director of Federal Programs, ESSA Specialist	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the district department level **Actions:** a) Establish goals for each department to improve the efficiency and effectiveness of operations at all levels of the organization. 1. Department Book Study b) Develop and implement department plans to achieve goals, including the identification of strategies and specific actions. 1. Bi-weekly Department Meeting c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the department safety plans b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs	60%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: The district will meet all compliance requirements.

Evaluation Data Sources: Annual review of district improvement plan and grant requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement requirements of the Every Student Succeeds Act regarding family and parental engagement. **Actions:** a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education, including Ready Rosie. c) Emphasize and support literacy through planned activities that engage parents and community. d) Ensure funding and compliance for family engagement at Title schools. **Staff Responsible for Monitoring:** Assistant Director of Federal Programs ESSA Specialist	60%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement federal grant requirements. **Actions:** a) Train district and campus personnel on grant compliance requirements. b) Assist campuses in collecting required documentation for grants. 1) Canvas will be utilized for compliance documentation 2) Google will be utilized for current year tracking and purchasing 3) FreshService will be utilized for documentation of grant allowability and BISD prior approval 4) Hard copies of compliance documentation will be housed in the finance office c) Assist with required website postings **Staff Responsible for Monitoring:** Assistant Director of Federal Programs ESSA Specialist	65%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the department safety plans b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs	60%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Foster Village Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), TEA Interim's (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan. b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan. c) Infuse literacy-focused discussions into weekly professional learning committee (PLC) meetings. d) Continue quarterly literacy events to promote reading. e) Collect process data to measure the degree of alignment and implementation of district initiatives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Leadership Team Members, Reading Vertical Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Academic Coach - 199 - General Funds: SCE	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress towards one year's worth of growth in reading and continue implementation of ongoing PDSA (Plan, Do, Study, Act) to improve instruction and student growth. **Actions:** a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark. b) Utilizing the PDSA (plan, do, study, act) cycle, they will develop a plan to improve student learning. c) Create teacher developed Campus Formative Assessments each nine weeks. **Staff Responsible for Monitoring:** Classroom Teachers Interventionist Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $47,863				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Schedule monthly meetings with leadership team to grow literacy practices. goals and create list of Expectations for FVE classrooms. b) Infuse literacy-focused discussions into monthly campus meetings. c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, following the campus monitoring guide, and the use of curriculum instructional round practices). d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation. **Staff Responsible for Monitoring:** Campus Administration Team Leaders LOL Team / Instructional Leads Vertical Teams **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Substitutes for Leadership meeting dates. - 211 - Title I - $6,000	30%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps. b) Provide research-based assessment tools for online learning. c) Provide updated technology devices for classrooms that are not equipped with interactive boards. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Tutors - 211 - Title I - $30,000, Instructional Resources - 211 - Title I - $2,620	40%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. **Actions:** a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension. b) Provide time for Special Education teachers to plan and meet in professional learning committees (PLC) with regular education teachers. **Staff Responsible for Monitoring:** Resource Teacher Academic Coaches Administration District Special Education Department representatives **Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** Researched curriculum that is approved by the district to use with resource and PASS students that is at the Rigor of STAAR. - 199 - General Funds - $1,000	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Train all teachers of advanced academics classes in the curriculum instructional round process. b) Continue to promote writing through campus wide writing share out. c) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity. **Staff Responsible for Monitoring:** Principal School Secretary Librarian Librarian Educational Assistant Classroom Teachers **Title I:** 2.4, 2.5 **- Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the results of the Response to Intervention task force to implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Continue to structure Intervention so that students are pulled during their small group time. b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade. c) Procure resources to fill gaps in student learning. d) Deliver instruction on Conscious Discipline and other social and emotional strategies. e) Provide ongoing training for all staff to build their capacity to implement MTSS. **Staff Responsible for Monitoring:** Resource Teacher Reading and Math Interventionist Title I EAs Tutors funded through Title I ARD Committees 504 Committees RTI Committees Campus Administration Leadership Team Team Leads **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Personnel - 211 - Title I - $53,953, ESSER Tutors - ESSER - $12,045, Intervention Personnel - 199 - General Funds: SCE				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the plan, do, study, act (PDSA) process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the plan, do, study, act (PDSA) development process through professional learning committees to ensure alignment to district expectation c) Collect evidence of successful use of continuous improvement. Share these through weekly staff communication. d) Create and deliver a set of best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning. e) Support use of curriculum and instruction by modeling use as a campus administration **Staff Responsible for Monitoring:** Campus Administration, Team Leaders, Leadership Team **Problem Statements:** School Processes & Programs 1	40%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students. b) Develop and distribute a Family and Parent Engagement Policy. c) Develop, distribute and review the Parent School Compact. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $2,680	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Conscious Discipline practices throughout the campus. **Actions:** a) Continue to deploy plan for implementing Conscious Discipline curriculum. b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies. d) Continue to attend Conscious Discipline learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor All Classroom Teachers Administration **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Conscious Discipline professional Learning - 211 - Title I - $2,680, Crisis Counselor - 199 - General Funds: SCE	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings.. **Actions:** a) Implement evidence based strategies and interventions for managing behaviors. b) Implement individual behavior charts for students on a behavior tier. c) Provide items for students to purchase using their points. **Staff Responsible for Monitoring:** Behavior Specialist Campus Administration **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Items for student rewards - 199 - General Funds - $250	40%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the fidelity of implementation of the behavioral Response to Intervention plan. **Actions:** a) Provide training on the district behavior Response to Intervention plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building. f) Conduct ABC Team meetings each six weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/teachers/classroom. **Staff Responsible for Monitoring:** Assistant Principal Reading and Math Interventionist Classroom Teachers **Title I:** 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Design and implement improvement plan strategies to increase staff and student attendance. b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance. d) Utilize funding from district to provide incentives to improve student attendance. e) Track student attendance and update staff and students in regards to progress on a quarterly basis. **Staff Responsible for Monitoring:** Classroom Teachers Faculty Student Celebration Committee Students Campus Administration **Problem Statements:** Perceptions 2 **Funding Sources:** Rewards and incentives - 199 - General Funds: Special Projects - $850	30%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas.

Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** a) Establish grade level/team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least beginning of year, middle of year, and end of year to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of plan, do, study, act (PDSAs) by evaluating effectiveness of campus expectations. **Staff Responsible for Monitoring:** Classroom Teachers Students Campus Administration **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: District and Campus Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being. c) Develop procedures for teachers, students, and parents to follow in any type of campus emergency situation. d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns. e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns. f) Conduct safety audits to identify security issues on campus. g) Identify potential school and safety threats using survey data for continuous improvement. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Students Classroom Teachers **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reduce the amount of time students are removed from regular classroom due to disciplinary placements. **Actions:** a) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff. b) Implement Conscious Discipline strategies throughout the campus. c) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training. d) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success. e) Monitor and evaluate the implementation of the behavior RtI plan. f) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions. g) Develop positive plans and/or alternative behavior plans for students that need additional support. h) Utilize district general education behavior facilitator to assess needs of students. i) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the third week of school. **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Conscious Discipline Online Book Study and Participant Workbooks - 211 - Title I - $3,500	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Classroom teachers **Problem Statements:** School Processes & Programs 1	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. **Actions:** a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data. **Staff Responsible for Monitoring:** Campus Administration Team Leaders/ LOL group **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

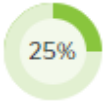
Grace E. Hardeman Elementary

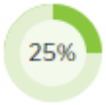
Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and math by the end of the 2023-2024 school year.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, STAR math and reading assessment, mClass assessment, curriculum based assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade. **Actions:** -Utilize grade level PLCs in collaboration with academic coach to implement tier 1 priorities. -Train staff during professional learning sessions after each LOL meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL team, campus vertical teams **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Align processes that facilitate personalized learning to close achievement gaps, in core content areas, for students in grades Pre-K through grade 5. **Actions:** -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EB population. -Implement MTSS processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during readers workshop. -Utilize bilingual ESL EA to facilitate small group intervention with EB students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor, ESSER tutor, and classroom teachers to provide intervention for targeted students identified through the MTSS process to decrease learning gaps and increase student performance. -Utilize ESSER funds for Accelerated Instruction. -Utilize Title 1 money to purchase Core 5 for supplemental instruction for struggling students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, MTSS Support staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** Tutorials - 211 - Title I - $10,000, Intervention Personnel - 211 - Title I - $67,254, Instructional Materials- Core 5 - 211 - Title I - $13,800, ESSER Tutors - ESSER - $22,815, Campus Personnel - 199 - General Funds: SCE - $171,751				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 2: Close achievement gaps for all sub-populations as measured by all campus, district and state assessments.

HB3 Goal

Evaluation Data Sources: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen the understanding and implementation of the district continuous improvement process including the use of mission statements, goal setting, the PDSA process, and data folders in the classroom. **Actions:** -Deliver clear expectations of the implementation of the continuous improvement process throughout the school year based on rubric and BOY data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric -Conduct "data days" where students explain their goals and data to their parents each nine weeks grading period. -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night) **Staff Responsible for Monitoring:** Campus Administration, academic coach, LOL team, staff **Title I:** 2.4, 2.5, 2.6, 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 4	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need **Actions:** -Collaborate with PTA to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma, Tree of NorthTexas -Conduct campus events to engage families including math and science family nights. **Staff Responsible for Monitoring:** Campus Administration, Counselor **Title I:** 4.1, 4.2 **Problem Statements:** Student Learning 4 - School Processes & Programs 2 **Funding Sources:** Family Engagement - 211 - Title I - $1,000	50%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and Star Renaissance math and reading benchmark data, mClass data as well as additional targeted support areas, then create plans based on collected data. - Utilize MTSS collaboratives to review assessment data listed above and create tiered plans for students based on individual needs. -Provide tier 1 instruction as well as interventions based on individual student needs using data above. - Meet weekly in grade level teams and monthly in vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** campus administration & academic coach **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3, 4 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE	25%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district administered survey of student perceptions.

Evaluation Data Sources: staff self-assessment, walkthrough data and teacher and parent feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Social Emotional Learning curriculum (Character Strong) at the campus level to teach social-emotional skills. **Actions:** -Provide professional development to staff on Positive Behavior Interventions and Supports (PBIS) -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement PBIS skills and strategies. -Counselor will conduct guidance lessons throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in PBIS through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Discipline Team **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 4 - School Processes & Programs 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE, Professional Development - 211 - Title I - $5,000	50%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 4: Reduce the number of students identified as needing MTSS Tier 2 / Tier 3 behavior interventions .

Evaluation Data Sources: MTSS behavior collaborative meeting notes and data
Focus discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the district MTSS behavioral plan. **Actions:** -Follow district protocols and procedures. -Utilize PBIS strategies to support students through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Campus Discipline team **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	50%	65%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 5: Using Circle Assessment data, at least 80% of pre-k students will be identified as "on track." by May 2023.

HB3 Goal

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the district provided pre-k curriculum. **Actions:** -include all stakeholders in the learning process. -track student growth and create plans for students not meeting targets based on CIRCLE data. -Pre-k teachers will meet with pre-k coordinator and/or coach to review CIRCLE data. -Utilize SCE-funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Pre-K team **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4 - School Processes & Programs 2 **Funding Sources:** Prekindergarten - 199 - General Funds: SCE	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the average daily attendance (ADA) for all students and staff by at least .5% as compared to prior year's attendance data.

Evaluation Data Sources: Weekly/monthly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6 **Problem Statements:** Student Learning 4 - School Processes & Programs 2	25%	35%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve campus operations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement. **Staff Responsible for Monitoring:** Principal Assistant Principal **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	25%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Student and staff surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** -Follow all district procedures related to safety and security. -Utilize PBIS strategies in all classrooms daily. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Discipline Team Safety Team **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: district report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** Campus admin & all staff **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure the implementation of the district-wide coordinated health programs. **Actions:** Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. **Staff Responsible for Monitoring:** Campus Admin & staff **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	25%	35%		

 No Progress  Accomplished  Continue/Modify  Discontinue

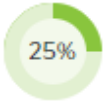
Green Valley Elementary

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 1: Every scholar will make at least one year's progress in reading and math between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Scholar reading levels measured by district screeners and STAAR testing, and district math screeners including star Renaissance and mClass data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide quality Tier 1 instruction for every scholar by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade. **Actions:** -Utilize grade level PLCs in collaboration with academic coach and Digital Learning Specialist to implement tier 1 priorities. -Train staff during professional learning sessions after each district LOL (leaders of learners) meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize RLA and math vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom. -Provide additional resources such as ThinkUp mentoring minds to support Tier 1 instruction and continued growth for all students including high-achieving students. -Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams **Problem Statements:** Demographics 1 **Funding Sources:** Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds $3000) - 199 - General Funds: SCE - $6,700, Intervention Personnel - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Align processes that encourage and facilitate personalized learning for scholars in reading and math in order to increase overall achievement and close achievement gaps in core content areas. **Actions:** -Utilize Continuous improvement processes to strengthen instruction and assist teachers in supporting learning for all scholars. -Implement MTSS (Multi-Tiered System of Supports) processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 scholars during intervention and small group instruction. -Build capacity in instructional areas through regular professional learning and professional learning communities to ensure student learning needs are met. -Provide enrichment for tier 1 groups based on individual data. **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level and Vertical K-5 **Problem Statements:** Student Learning 1	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide and monitor a comprehensive professional learning plan to address the needs of staff members. **Actions:** -Identify needs based on goals of each individual teacher - TTESS -Implement framework that facilitates relevan professional learning for staff. -Allocate resources to support professional learning plan. (including content based professional learning and Professional Conferences addressing Social and Emotional Needs of Scholars) -Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop) -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Grade Level, Leaders of Learners Team **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Workshop Attendance - 199 - General Funds - $2,000, Academic Coach - 199 - General Funds: SCE	25%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, district assessments and screeners.

HB3 Goal

Evaluation Data Sources: STAAR Data indicating overall Reading/Language Arts, Math, and Science improvement. MTSS (Multi-tiered System of Supports) data sheets and collboratives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA (Plan, Do, Study, Act) process, and data folders in the classroom. **Actions:** -Build capacity in the area of continuous improvement through campus professional learning and professional learning communities. -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and campus data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric **Staff Responsible for Monitoring:** Campus Administration Leaders of Learners Team Instructional Staff **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, interim data, student grades, reading levels, and other district screener data, then create plans based on said data. - Utilize MTSS collaboratives to review assessment data listed above and create tiered plans for students based on individual needs. -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Administration, academic coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** ESSER tutors - ESSER - $1,843, MTSS Support personnel - ESSER	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 3: Scholars will display dispositions indicative of high levels of social-emotional development as measured by district administered student survey.

Evaluation Data Sources: survey data, walk-through data, parent and teacher feedback

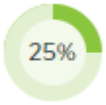
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize CharacterStrong, guidance lessons, and structures at the campus level to teach social-emotional skills. **Actions:** -Provide professional learning for all staff regarding Social Emotional Strategies, structures, and skills. -Utilize the campus team to assist with implementing skills and strategies. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and small groups throughout the school year. -Teachers will utilize the Character Strong program throughout the school year. -Build capacity in Social Emotional Behavior through campus Professional Learning, and conferences. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Campus Administration Counselor Interventionists Academic Coach **Problem Statements:** Perceptions 1	25%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 4: Reduce the number of scholars assigned to behavioral RTI tiers 2 and 3.

Evaluation Data Sources: MTSS collaborative meeting notes and data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral MTSS plan. **Actions:** -Follow district protocols and procedures. -Utilize Social emotional behavior strategies to support scholars through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to scholars in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Administration, Counselor, instructional staff **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to their academic, social and emotional needs.

Performance Objective 5: At least 90% of the pre-kindergarten scholars will be "On Track" by EOY assessment based on the data from the Circle assessment

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide quality instruction and support for pre-kindergarten scholars, and involve them and their families in school programs. **Actions:** -include pre-k scholars in all campus programs. -track scholar growth and create plans for scholars not meeting targets based on CIRCLE data. -Pre-k teacher will meet with pre-k coordinator and/or coach to review CIRCLE data. **Staff Responsible for Monitoring:** pre-k team, coordinator, coach, and admin **Problem Statements:** Demographics 1	25%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved scholar retention, recruitment, and days in attendance.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program to increase scholar and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track scholar and staff attendance -Provide incentives that encourage staff and scholar attendance -Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, etc... **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk Instructional Staff Counselor **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Scholar and Staff Attendance Awards - 199 - General Funds - $1,000	20%	50%		

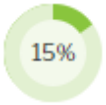
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hire, train, and retain high quality staff members across the campus. **Actions:** a) Utilize grade-level teams to interview and hire new staff. b) Utilize campus professional learning to build connections and build teams. c) Utilize Gallup Strengths during campus Professional Learning to build collaboration and unity. **Staff Responsible for Monitoring:** Admin Staff **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 2: Partner with PTA and community organizations to provide community service and giving opportunities for scholars.

Evaluation Data Sources: Scheduled service projects, clothing/food drives with timeline for completion.

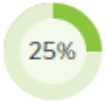
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide for opportunities allowing scholars to authentically learn and practice civic responsibility. **Actions:** -Provide scholars with opportunities to display civic responsibility through service projects and giving opportunities (Could include: Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, Collecting and donating gently used books to Cook's Children's, Pennies for and Patients Program). -Induct new members into National Elementary Honor Society andplan service projects **Staff Responsible for Monitoring:** Counselor Instructional Staff Campus Administration **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All scholars and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of scholars and staff who report feeling safe at school.

Evaluation Data Sources: District safety survey

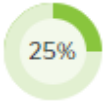
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** -Follow all district procedures related to safety and security. -Utilize SEL strategies in all classrooms such as safe-keeper ritual and school family structures. **Staff Responsible for Monitoring:** Campus Administration Counselor Instructional Staff **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All scholars and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: District Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-provided program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** campus administration and all staff **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All scholars and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Campus will utilize continuous improvement to strengthen systems and fully comply with district safety procedures.

Evaluation Data Sources: Navigate 360 reports
Safety Committee Meeting notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, Navigate 360, etc.). 2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather. 3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement. 4) All staff will participate in Safe School training provided by BISD. **Actions:** Record of drills conducted, After Incident Reports detailing areas of concern and/or areas of strength, Follow up communication to staff regarding the drills, Report prepared to send to Student Services/State of Texas Teach scholars the procedures, locations and expectations for and during all types of drills. **Staff Responsible for Monitoring:** Campus Administration All Staff Members **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Haltom High School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: We will achieve a 5% (minimum) growth on the EOC tests at the "meets" or "masters" level for every identified at-risk student groups.

Evaluation Data Sources: Campus and District summative assessment data

Final STAAR EOC testing data

PLC meeting notes

Individual student monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators and Department Chairs (DC) will coach and support Professional Learning Community (PLC) Leads and teachers to clearly define and monitor campus and district instructional expectations. **Actions:** Ongoing targeted professional learning opportunities Consistent C & I presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects Ongoing reinforcement and coaching of strategies and instructional expectations **Staff Responsible for Monitoring:** Administration, Campus C & I team, and Leaders of Learners (LOL) Team **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year. **Actions:** Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year. Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning. **Actions:** Identification and communication of students needing additional intervention Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects Common assessments and data disaggregation in STAAR EOC tested subjects Campus C & I support at STAAR EOC PLC meetings Classroom observations to ensure effective instructional strategies are taking place **Staff Responsible for Monitoring:** Administrators, Campus C & I team, PLC Lead Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students who did not meet approaches on STAAR EOCs will engage in ongoing accelerated instruction (AI) in alignment with legal requirements. **Actions:** Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays Staff will continuously track the progress of identified students to ensure progress in meeting AI requirements per subject needed Communication with identified students and parents will be ongoing through EOY or until the student passes applicable EOC **Staff Responsible for Monitoring:** Campus C & I team, Principal, ESSER Tutors/Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** ESSER Tutors - ESSER - $116,042	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

HB3 Goal

Evaluation Data Sources: CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation

Graduation Rate

Documentation of military recruiters and college visits (virtual, face-to-face)

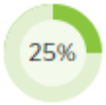
Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT & SAT testing and we will provide multiple opportunities for all students to practice test content. **Actions:** Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms Khan Academy PSAT & SAT practice embedded in Buff Time bi-weekly Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports 10th - 12th Grade PSAT & SAT participation rates SAT Bootcamp offered for PSAT Offer ASVAB testing for students interested in the military **Staff Responsible for Monitoring:** Administrators, Academic Dean, Counselors, Graduation Counselor **Problem Statements:** Student Learning 1 **Funding Sources:** Academic Dean - 199 - General Funds: SCE	60%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis. **Actions:** AVID seniors will participate in face-to-face and virtual college visits HHS campus will promote a "college going" atmosphere AVID teachers will ensure students have completed college entry requirements Multiple colleges, recruiters, business professionals, and Haltom graduates will be invited to speak to AVID seniors about opportunities after graduation - REVISED Jan 2022 **Staff Responsible for Monitoring:** AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and the HHS Graduation Coach will conduct frequent meetings with all students in the current year's cohort who are in a credit deficient. **Actions:** Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed Students will be provided additional support (as needed) for external school factors inhibiting school performance **Staff Responsible for Monitoring:** Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers **Problem Statements:** Demographics 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $754,657				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: We will reduce the percentage of Special Education students who receive In School Suspension (ISS) and Out of School Suspension (OSS) due to disciplinary issues by 3% in each grading period.

Evaluation Data Sources: Focus Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students. **Actions:** CHAMPS posted and evidence of use in classrooms Ongoing reinforcement of CHAMPS and other classroom management techniques Campus-wide use of HHS discipline flow-chart Implementation of behavior incentive programs for students **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

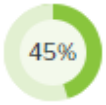
Performance Objective 1: We will monitor core staff on their consistent use of literacy building strategies that benefit all students through AVID walks and administrative walk-throughs documented in Eduphoria.

Evaluation Data Sources: Student work samples and artifacts

Professional Learning agendas with a Literacy focus as evidenced by the use of AVID strategies that specifically support EB students.

Classroom observations

ELA assessment data (interims, compositions, EOC, Star 360) - ADDED Jan 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will be trained on AVID Reading and Writing strategies and will commit to implementing one strategy for each multiple times throughout the year. **Actions:** Beginning of Year (BOY) professional learning on AVID reading and writing strategies Ongoing AVID training for Reading & Writing Strategies Implementation of an artifact upload schedule for all departments requiring submission of reading and writing artifacts 3x per year **Staff Responsible for Monitoring:** Academic Dean, AVID Elective Teachers, Department Chairs **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** AVID teachers - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide. **Actions:** Consistent administrator and C & I classroom observations with timely and specific feedback Learning walks for new teachers to observe strategies and "best practices" of peers Increased observations and feedback in classes with special populations **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	30%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All teachers will engage students in AVID Reading and writing strategies on a consistent basis throughout the year. **Actions:** Student artifacts Focused professional learning opportunities for staff Classroom observations **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Department Chairs **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: All teachers will participate in the ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students through cross-curricular collaboration regarding the consistent use of EB best practices once per grading period.

Evaluation Data Sources: Professional Learning agendas with a Sheltered Instruction focus - August/September 2023, Lunch and Learns, January 2024 PD day

Ongoing collaboration opportunities with district Multilingual Services Department (push-in lessons and planning with teachers)

Classroom observations and walk-throughs in Eduphoria in coordination with multilingual and content coordinators

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction. **Actions:** Targeted professional learning throughout year focusing on building reading/writing/listening/speaking skills in Emergent Bilinguals (EB) and all students Ongoing monitoring of the academic progress of EB students Increased technology use with EB students in an effort to build familiarity with Texas English Language Proficiency Assessment System (TELPAS) testing process **Staff Responsible for Monitoring:** Teachers, TELPAS/EL Administrator, Academic Dean **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Personnel - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide. **Actions:** Consistent administrator and C & I classroom observations with timely and specific feedback Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations **Staff Responsible for Monitoring:** Administrators, Campus C & I team **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: We will promote the afterschool tutorial program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for core as evidenced by enrollment numbers throughout the year.

Evaluation Data Sources: Artifacts of communication (flyers, emails, social media posts, etc.

After school tutoring student participation counts BOY/MOY/EOY

After school tutoring students academic performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will communicate regularly with parents, students, and teachers regarding resources and weekly in-person tutorials designed to strengthen and extend academic achievement (including after-school AI tutorials and Buff Time tutorials). **Actions:** Tutorial schedules Media communications through various channels Student attendance at tutorial sessions Student participation in Buff Time activities **Staff Responsible for Monitoring:** Administrators and campus C& I team **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Social emotional learning will be a priority for all students and staff.

Evaluation Data Sources: Character Strong implementation in Buff Time

Social Emotional Learning (SEL) student survey data BOY/MOY/EOY

Buff Time lesson plan agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year. **Actions:** Teachers will commit to using the Character Strong curriculum each Friday during Buff Time. Teachers will engage students in the Character Strong curriculum on a weekly basis. Student groups will help to promote Character Strong as part of school culture. Student survey conducted BOY/MOY/EOY to track students' social-emotional well-being and safety at HHS **Staff Responsible for Monitoring:** Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselors - 199 - General Funds: SCE	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events.

Evaluation Data Sources: Parent contact documentation via attendance contact program, teacher contact logs.

Social media documentation provided to district consistently.

Automated call/text/email blast documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will communicate important information with parents and the HHS community in a timely manner through the use of multiple platforms. **Actions:** All school communication will be posted on multiple social media platforms in an effort to reach a larger audience. Text/Email/Phone call blasts will be utilized and sent in English and Spanish (when possible) HHS website will be updated frequently **Staff Responsible for Monitoring:** Designated Admin, Campus Media Specialist **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: We will monitor and reinforce attendance goals and respond to students in need of support.

Evaluation Data Sources: District attendance software.

Focus reports documenting attendance rates.

Attendance calls, letters, and contracts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will identify and support students with attendance through the use of phone calls, letters, and attendance contracts. **Actions:** Implementation of district attendance procedures Review and implementation of campus attendance procedures Weekly attendance discussions with campus leadership Weekly attendance monitoring through district software Assignment of attendance coordinator at the campus level **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Perceptions 1 **Funding Sources:** Attendance Officers - 199 - General Funds: SCE	30%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Haltom Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), Texas Education Agency (TEA) Interims reading/English Langauge Arts (ELA) and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus staff to lead the implementation of the District literacy plan. c) Establish exemplary classrooms to help teachers visualize practice in action. d) Develop a schedule for Instructional Rounds for all staff in order for professional growth. e) Continue utilizing literacy strategies in all core content classes. f) Continue to have Instructional Walks each Tuesday with the academic coaches and campus administration. g) Provide training and focus around the "Haltom Middle School (HMS) Instructional Playbook" in order for all staff members to provide exemplary instruction. h) Utilize poster maker for anchor charts i) Utilize color printer for student data folders. **Staff Responsible for Monitoring:** Campus administration and academic coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 **Funding Sources:** Instructional Coach - 255 - Title II - $76,839, Instructional Resources - 211 - Title I - $2,300, Literacy Coach - 211 - Title I - $77,796				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement literacy plan with a focus on responsive teaching and continuous improvement. **Actions:** a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators. b) Provide intensive writing training to teachers in order for writing to be used across the curriculum. c) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan Do Study Act (PDSA) cycle. **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs). **Actions:** a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align with campus improvement plans. c) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members. d) Utilize SCE funded, teachers for language and credit support. e) Train teachers in Professional Learning Communities (PLC) different strategies to work with EBs. **Staff Responsible for Monitoring:** HMS Admin Team **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Teachers - 199 - General Funds: SCE	25%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** a)Teachers will utilize backwards design to create rigorous, standards-based common assessments. b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction. c)Teachers will provide structured, standards-based tutorials for students that do not meet the standard(s) on common assessments. d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 9 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction e)Continue training for select teachers on Sheltered Instruction Observation Protocol f)The use of Advancement Via Individual Determination (AVID) strategies evident in classrooms g)Embedded ongoing professional development provided throughout year to help teachers enhance student performance h)Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students. i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level State of Texas Assessment of Academic Readiness (STAAR) scores. j) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. **Staff Responsible for Monitoring:** HMS administration, department heads, and academic coaches **Title I:** 2.4, 2.5, 2.6, 4.1 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I, Intervention Personnel - 211 - Title I - $9,763				

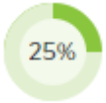
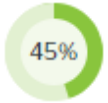
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas **Actions:** (A) Continue utilizing literacy strategies in all core content classes. (B) Teachers will be trained to deliver literacy strategies across the curriculum. (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) (D) Literacy coach will work with teachers individually, assist teachers in instruction of content area text, work with PLC department teams, demonstrate instructional strategies and provide ongoing support to teachers (E) Campus-wide writing in all content areas (F) Campus-wide use of close reading strategies in all content areas (G)Targeted tutorials before school & after school for specific groups of students who need additional support. (I) Use nonfiction reading strategies such as signpost and vocabulary strategies. **Staff Responsible for Monitoring:** Nathan Frymark, Principal Felicia Cherry, Mike Castellon, Jeremiah Pena , Asst. Principal Derek Andersen , Literacy Coach Sam Stinson, Academic Coach Jeannie Stevens & Sarah Slaughter , Dept. Head **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1, 2 **Funding Sources:** Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I	25%	45%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. **Actions:** a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services. b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews. f) Use the district item bank for STAAR redesign within Aware. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Demographics 1	35%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

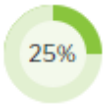
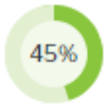
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

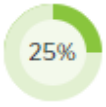
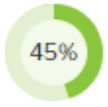
Performance Objective 2: Implement a multi-tiered system of support for RtI-identified students and students in our designated targeted groups for closing the gaps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walk-throughs. d) Model examples of goal setting and digital data folders during LOL. e) Students will use data folders in core subject areas to track progress on campus designed assessments. f) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. g) Follow and adhere to the Continuous Improvement Six Weeks Timeline: https://docs.google.com/document/d/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDE/edit?usp=sharing h) Track assessment data for students in targeted groups and provide targeted tutorials as needed. **Problem Statements:** Demographics 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Continue to utilize a full time literacy coach to support students and staff . b) Continue to employ 1.5 full time Title I Teachers to reduce the ratio of student/teacher c) Employ two educational assistants to assist Tier II students in classrooms. d) Continue to employ a parent liaison to help bring in parents and community members to form a partnership within the school. e) Continue to purchase interactive televisions and place them in each classroom. f) Offer professional development opportunities for staff members to support their instructional methods. g) Offer families and the community members opportunities to engage with campus activities. **Title I:** 2.4, 2.6, 4.2 **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Literacy Coach - 211 - Title I, Campus Personnel - 211 - Title I - $123,825, Instructional Resources - 211 - Title I - $12,000, Professional Development - 211 - Title I - $25,000, Family Engagement Activities - 211 - Title I - $10,000, Tutoring - 211 - Title I - $34,000, Substitutes - 211 - Title I - $2,000, ESSER Tutors - ESSER - $40,260, Campus Personnel - 199 - General Funds: SCE - $205,250	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Strengthen the communication and monitoring of the delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Continue to implement the district's social-emotional learning (SEL) curriculum. f) Provide professional learning and support for SEL & tiered behavior interventions. g) Provide supplemental resources for SEL supports. h) Continue to utilize the HMS Behavioral Framework in order to: identify students, provide interventions, and monitor behavior. i) Provide three Leadership Classes for our Tier III students and teach them social skills using the Boys Town and other curriculum. j) Utilize SCE-funded interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students d) Continue to offer parent training through our Parent University and use The Boys and Girls Club staff **Problem Statements:** Demographics 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement pedagogical strategies found in our campus Instructional Playbook that will increase 8th Grade Social Studies STAAR scores. **Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b)Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, curriculum-based assessments (CBAs), and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville Independent School District (ISD) and/or the content and curriculum. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the district's curriculum for social-emotional learning (SEL). **Actions:** a) Implementing SEL curriculum into the advisory time, Tiger Time. b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. e) Utilize distirct funded Crisis Counselors to provide support to students in areas of social-emotional learning. f) Host Challenge Day to support social-emotional learning **Staff Responsible for Monitoring:** Vanessa Pannell ~ Crisis Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE, Challenge Day - 211 - Title I - $11,950	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral response to intervention (RtI) Tiers 2 and 3.

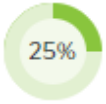
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral RtI plan. **Actions:** a) Provide training to staff in the implementation of the campus behavior RtI plan with established procedures. b) Conduct positive behavior instructional support (PBIS) meetings with agendas and minutes and distribute to campus staff. c) Require each classroom to use Conversation Help Activity Movement Participation Success (CHAMPS) with fidelity. d) Utilize SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to disciplinary alternative education program (DAEP). e) Employee a Behavioral Interventionist education assistant (EA) to assist Tier II and Tier III students. f) Partner with local churches to provide mentoring after school with Tier III students. g) Employee a Behavior Interventionist teacher during the day to teach social skills/Leadership classes. **Staff Responsible for Monitoring:** HMS Admin Team **Title I:** 2.6 **Problem Statements:** School Processes & Programs 2 - Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase the number of students meeting college, career and military readiness requirements.

Evaluation Data Sources: Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course

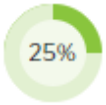
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to career technology education (CTE) courses for students with a focus on at-risk students. **Actions:** a) Increase the number of students enrolled in Gateway to Technology and AVID. b) Provide field trips to the Birdville Career Technology and Advanced Learning (BCTAL) to allow students to visualize the learning environment. c) Schedule a "Career Day" and allow business partners to speak to students about the importance of CTE careers. **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

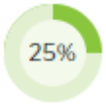
Evaluation Data Sources: Overall district ADA as per Summer public education information management system (PEIMS) submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement our plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Provide incentives to improve student attendance. b) Monitor student attendance and review progress with staff members on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement during 6 weeks Award Assemblies. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: HMS will incorporate the 6 Exceptional systems of a No Excuses University (NEU) Campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of the 6 Exceptional systems with fidelity. **Actions:** a) Staff members will participate in a book study using the NEU book explaining the 6 systems. The two systems we will focus on are: Standards Alignment and Assessments. b) All teachers will adopt a college of their choice and teach various facets to the students through the advisory period called "Tiger Time". c) Selected students will be nominated for Student of the Month Lunches once per six weeks based on our Tiger Values. d) Teachers will log onto NEU connect 2/month for lesson planning ideas e) Upload one stellar lesson to NEU connect by January 2024 f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book. **Staff Responsible for Monitoring:** HMS Admin **Problem Statements:** School Processes & Programs 1, 2, 3 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Identify and address safety and social emotional concerns. b) Conduct safety meetings to evaluate and problem solve district safety concerns. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** HMS Admin Team **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need **Actions:** A) Collaborate with the Parent Teacher Association (PTA) to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Apply to the Texas PTA so that our campus in back in good standing. **Staff Responsible for Monitoring:** Nathan Frymark ~ Principal Felecia Cherry- Assistant Principal Diana Garcia-Parent Liasion **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 1	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Holiday Heights Elementary

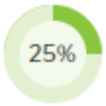
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the House Bill 3 Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels
Elementary: Elementary: Childrens' Learning Institute (CLI Engage - CIRCLE) - (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), Texas Education Agency (TEA) Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies. c) Provide coaching support for campus implementation plans. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Continue to provide elementary teachers training on the science of teaching reading based on Texas Education Agency (TEA) and House Bill 3 (HB3) requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions. d) Infuse literacy-focused professional learning and discussions into monthly principal meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Monitor implementation of the district Reading Language Arts curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. i) Use instructional coach to support teachers in meeting House Bill 3 (HB3) goals and closing the gap regarding student performance. j) Increase teacher capacity to teach the required Kindergarten -3rd grade phonics program. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Instructional Materials - 211 - Title I - $5,735				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching. **Actions:** a) Continue to conduct training on the personalized learning framework for all instructional staff. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process. c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Use data from multiple assessments (mClass, Star Renaissance and Interims) to inform instruction. e) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff **Title I:** 2.5 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Coaches and Interventionists - 199 - General Funds: SCE - $14,245	25%	45%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Identify trends by conducting data analysis to determine progress in reading, math and English language development. b} Increase effective systems of support for student learning in reading and math. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Multilingual Services, Classroom Teachers, Central Office Staff **Problem Statements:** Demographics 2	15%	35%		

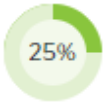
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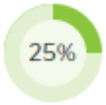
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

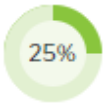
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd grade in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd grade in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist teachers in developing, administering, and collecting student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Use Professional Learning Committee (PLC) Data Talks to determine best practices and student growth needs. e) Use Title I Staff to support student learning and growth in both reading and math. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Title I Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Campus Personnel - 211 - Title I - $40,937, Campus Personnel - 211 - Title I - $24,642, ESSER Tutors - ESSER - $21,785, Title I Tutors - 211 - Title I - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish the PDSA process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walkthroughs. d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1				

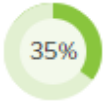
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning. **Actions:** a) Host Meet the Teacher Event. b) Conduct Parent Curriculum Nights to give parents information on how to support their child in/out of the school . c) Host Information Nights/Counselor Sessions d) Host the Annual Title I Information Night to explain programs and services available to our families. e) Develop and distribute a Family and Parent Engagement Policy. f) Host Academic Nights such as Science Night, Literacy Night, Math Night to support student learning. g) Host Open House to show parents academic growth h) Conduct fall and spring parent conferences to improve student learning. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Family Engagement Resources - 211 - Title I - $1,074				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey, Monthly Classroom Check-In Data Points

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a culture that focuses students' social-emotional well-being. **Actions:** a) Develop a plan for implementing Social Emotional Learning (SEL) curriculum into the classroom with consistency. b) Design classroom counseling lessons addressing social-emotional well-being. c) Implement a plan to recognize students and staff that demonstrate citizenship. d) Implement activities and programs that will integrate values into school culture. e) Implement a digital citizenship and safety program. f) Provide training to all staff for Capturing Kids' Hearts. g) Develop Journals for students to use with counseling lessons each week (and as personal journals as needed). h) Utilize district funded Crisis Counselor to provide support to students in areas of social emotional learning. **Staff Responsible for Monitoring:** Administrators, ,Counselor, SEL Committee, Classroom Teachers **Title I:** 2.5 **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Professional Development - 211 - Title I - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral Multi-Tiered Student Supports (MTSS) Tiers 2 and 3.

Evaluation Data Sources: Behavioral Multi-Tiered Student Supports (MTSS data records
Aligned to Strategic Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align campus expectations for behavior with district behavioral RtI Plan. **Actions:** a) Ensure that staff is trained n the implementation of the behavior Response to Intervention (RtI) plan with established procedures. b) Conduct Positive Behavior Instervention Support (PBIS) Meetings with Agendas/Minutes to support campus behavior concerns. c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. d) Use video announcements and short clips to demonstrate appropriate campus behavior. e) All staff will implement strategies learned during Capturing Kids' Hearts training. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - Perceptions 2	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total Average Daily Attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall campus Average Daily Attendance (ADA) as per Summer Public Information Information Management System (PEIMS) submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement our campus attendance plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Grade level attendance data will be displayed and updated routinely. b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students) c) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance. d) Develop Grade Level and Class Incentives, including individual recognition **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor, Classroom Teachers, Attendance Officer **Title I:** 2.4 **Problem Statements:** School Processes & Programs 1	30%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas on campus.

Evaluation Data Sources: Evaluation of goal achievement as per improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy aligned continuous improvement processes vertically and horizontally on campus. **Actions:** a) Establish goals for each team to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement team plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate team and campus successes through newsletters. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 2.5 **Problem Statements:** Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance. **Actions:** a} Develop a plan to support 0-3 year experience teachers beyond the district mentor program. b} Evaluate staff morale and satisfaction with campus surveys. c} Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders. **Staff Responsible for Monitoring:** All Holiday Heights Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

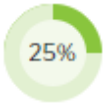
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social emotional concerns. b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns. d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a Plan Do Study Act (PDSA) process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended behaviors. h) Ensure all staff have updated safety trainings throughout the school year. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 2	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a campus-wide safety awareness program. **Actions:** a) View and complete all components of Safe Schools Training. b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances). c) Review safety procedures and relevant topics during staff meetings. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of improvement plan requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a site-based decision making committee to ensure implementation of campus plan. **Actions:** a) Complete all action items. b) Conduct four site-based meetings to review the campus improvement plan. **Staff Responsible for Monitoring:** Administration, Site Base Team **Problem Statements:** Perceptions 1	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. **Actions:** a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of Emergent Bilingual (EB) students. **Staff Responsible for Monitoring:** Multilingual Services, Federal Programs, Campus Administrative Staff **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2 - School Processes & Programs 1	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Intervention Services

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

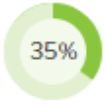
Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

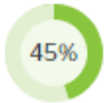
HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)
Secondary: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading)
Alignment to Strategic Plan, Strategy 1, Objective 1.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation of literacy strategies at the campus level. **Actions:** Actions: a) Provide tiered professional learning opportunities in program areas that are responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies. c) Provide technical, consulting, and coaching support for campus implementation plans. d) Schedule prekindergarten classroom visits to model teachers help teachers visualize practice in action. e) Provide information to staff, parents, and community about specialized programs (Dyslexia, Pre-K, MTSS). f) Use data to provide targeted support and progress monitoring. g) Provide training on the use of resources to support instruction for students, including screeners and program Focus platforms. h) Support HB1416 with Accelerated Instruction and Tutoring by assisting campuses with implementation and resources for documentation **Staff Responsible for Monitoring:** Early Childhood Coordinator, Early Childhood Coach, Section 504 & Dyslexia Coordinator, Dyslexia & Section 504 Specialist, At Risk Coordinator, MTSS Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Ensure that all teachers providing specialized instruction receive training in appropriate literacy instruction and strategies aligned to program requirements. b) Provide guidance to programs regarding literacy, including the MTSS process, Reading Intervention, and prekindergarten. **Staff Responsible for Monitoring:** Early Childhood Coordinator, Early Childhood Coach, Section 504 & Dyslexia Coordinator, Dyslexia & Section 504 Specialist, At Risk Coordinator, and MTSS Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campuses in implementing data informed instruction and responsive teaching **Actions:** a) Continue to conduct training on the personalized learning framework for all campus leaders and instructional staff. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Conduct and support training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform intervention. e) Develop professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. f) Support PreK teacher training on the implementation of tier one priorities. g) Collect, analyze, and use data for progress monitoring. **Staff Responsible for Monitoring:** Early Childhood Coordinator, Early Childhood Coach, Section 504 & Dyslexia Coordinator, Dyslexia & Section 504Specialist, At-Risk Coordinator, MTSS Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Require campuses to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Support campus staff in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b) Deploy Early Childhood coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require campuses to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. d) Embed implementation strategies for progress monitoring in curriculum overviews. e) Incorporate the new district-developed item bank questions into campus assessments while utilizing single-test analysis within Eduphoria - Aware. **Staff Responsible for Monitoring:** Early Childhood Coordinator, Section 504 & Dyslexia Coordinator, Dyslexia & Section 504Specialist, At-Risk Coordinator, MTSS Coordinator				

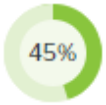
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district approved monitoring instrument.
b) Require under-performing campuses to develop a targeted improvement plan (TIP) and engage in data-driven progress monitoring meetings.

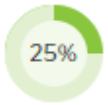
HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments. Alignment to Strategic Plan, Strategy 1, Objectives 1 and 2.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Implement year three of the ESSER plan that was approved by TEA b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless) c) Identify and visit districts that have acceleration models where special education students achieve better results than BISD d) Implement processes to collect, analyze and monitor the effectiveness of interventions to expenditures (qualitative and quantitative) e) Continue to implement accelerated instruction according to HB1416 **Staff Responsible for Monitoring:** Section 504 & Dyslexia Coordinator, Dyslexia & Section 504Specialist, At-Risk Coordinator, MTSS Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for teachers to develop personalized intervention plans through Focus. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Early Childhood Coordinator, Section 504 & Dyslexia Coordinator, Dyslexia & Section 504Specialist, At-Risk Coordinator, MTSS Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students **Actions:** a) Strengthen the communication and monitoring of delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Evaluate the use of the advisory choice board for high school campuses to support MTSS and HB 1416. **Staff Responsible for Monitoring:** MTSS Coordinator, At Risk Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement and monitor the district protocol for the identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators **Actions:** a) Provide quarterly reports to monitor services based on coding. b) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. c) Strengthen the communication process to all stakeholders responsible for PEIMS data. d) Provide training with expanded stakeholders regarding the importance of coding and associated programming for at risk indicators including FERPA guidelines. e) Provide training using OnDataSuite (ODS) to monitor at-risk indicators. f) Develop and implement PEIMS submission timelines which will include all applicable stakeholders (RtI, ECDS, etc.). **Staff Responsible for Monitoring:** At Risk Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor and implement General Education Homebound and Comp. Education Homebound services for eligible students **Actions:** a)Identify students who are eligible for homebound. b)Use data to develop the homebound service plan. c)Monitor students and teachers regarding homebound program. d)Collaborate with campus staff to monitor the progress of students in the homebound program. e)Work with families regarding importance of attendance **Staff Responsible for Monitoring:** Section 504 & Dyslexia Coordinator, At-Risk Coordinator,	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and provide services to students that support their enrollment, attendance, and success. **Actions:** a)Provide appropriate interventions and support for students in danger of not completing high school on the foundation plan with endorsement within 4 years. b)Provide PRS and CEHI to students. c)Monitor at-risk students to ensure proper accommodations and placements are made available. d)Ensure homeless students are receiving services and supports. e)Monitor implementation of district dropout prevention plan. f)Improve delivery of services to students at risk of dropping out of school. g)Work with families regarding importance of attendance in prekindergarten **Staff Responsible for Monitoring:** At-Risk Coordinator, Early Childhood Coordinator, McKinney-Vento Liaison	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the district department level **Actions:** a) Establish goals for each department to improve the efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including the identification of strategies and specific actions. 1. Meet with the leadership team 2. Meet with program teams/individuals (, MTSS/AI, MV, Pre-K, Section 504/Dyslexia, SCE/PRS) 3. Weekly Check-In as needed c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes **Staff Responsible for Monitoring:** Director of Intervention Services	35%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the department safety plans b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions for part time employees. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee, and related district staff **Staff Responsible for Monitoring:** Director	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: The district will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and provide services that align and support academic achievement and reduce the dropout rate for atrisk students that meet one or more of the fifteen state criteria. **Actions:** a) Develop a plan for the use of state compensatory education funding. b) Identify gaps in the implementation of the district dropout prevention plan. c) Develop a corrective action plan based on the fifteen at-risk factors to improve the delivery of services to all qualifying students. d) Strengthen the communication and monitoring of delivery of at-risk services. e) Develop and use a Parent Engagement Plan to involve campuses and increase parent involvement and support for atrisk students. f) Implement professional learning for 2023-2024 that will address the needs of staff working with at-risk students. **Staff Responsible for Monitoring:** Early Childhood Coordinator, At Risk Coordinator	10%	30%		

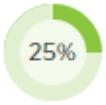
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Jack C. Binion Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress or more in reading and, mathematics, literacy by the end of the school year.
a.) Meet the progress monitoring targets in Prekindergarten-3rd for each demographic as measured by district-approved screeners.
b.) We will improve performance in Domain 3, Closing the Gap, by making more than a year's growth in mathematics, which would, in turn, increase the number of students performing at the "meets" and "masters" level.

Evaluation Data Sources: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFAs (Curriculum Focused Assessment) Elementary: BAS (Benchmark Assessment System), Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build teacher capacity as we implement the BISD literacy plan. **Actions:** 1. Administrators, Instructional Coach, and Reading Content Coordinator will conduct a series of guided reading walkthroughs to collect implementation data. 2. The content coordinator will provide professional development in guided reading based on walkthrough data. 3. Model guided lessons as needed. 4. Use the Jan Richardson Guided Reading Template. 5. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 6. Analyze Benchmark Assessment System beginning and middle of the year data, universal screeners, and progress monitoring data to measure growth and inform instruction. 7. Monthly Lunch and Learn PD with all teachers and coaches. 8.. Use of ThinkUp Reading 9. Use of Cricket Media - current diverse literacy. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Reading Content Coordinator **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 211 - Title I				

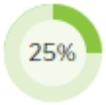
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use mathematical processes to acquire and demonstrate mathematical understanding. **Actions:** 1. Administrators, Instructional Coach, and Math Content Coordinator will conduct a series of walkthroughs to collect implementation data. 2. The Content coordinator will provide professional development in mathematical process instruction based on walkthrough data. 3. Model guided lessons as needed. 4. Use the BISD Tier 1 priority instruction and strategies. 5. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus. 6. Analyze Star Ren, Interims, and mClass progress monitoring data to measure growth and inform instruction. 7. Use of Think Up math **Staff Responsible for Monitoring:** Principal, Instructional Coaches, Assistant Principals, Teaching and Learning Team **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - $196,178	25%	50%		

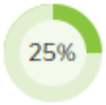
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) In addition, meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district-approved monitoring instrument.

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Vertical teams meet monthly to support all staff in building their capacity to implement vertically effective and aligned instruction. **Actions:** 1. Reading and Math vertical teams meet each nine-week grading period to align instructional practices. 2. Each grade level will have a representative attend all vertical team meetings. 6. Each meeting will have an agenda and attendance sheet. 7. Key vocabulary and scope and sequence will be discussed. 8. Teaching and Learning Staff will be invited to each vertical team meeting. **Staff Responsible for Monitoring:** Administrators, Vertical Team Leaders, Instructional Coach **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the MTSS (Multi Tiered Systems of Support) district framework to create multiple learning opportunities for all students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs. **Actions:** 1. We will meet five times yearly in our MTSS (Multi-Tiered Systems of Support) collaboratives. 2. Provide math and reading intervention to serve Tier 3 students during intervention time. 3. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist. 4. Use the Instructional Coach and Gifted/Talented teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during intervention time. 5. Lesson plans will be uploaded by Friday each week into the Binion Google Drive. 6. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with various learning methods. 7. Use teacher interactive Smartboards to interact online with Kahoot and/or Quizlet and also allow students to use the interactive board for presentations using PowerPoint, Canvas, or Prezi. **Staff Responsible for Monitoring:** Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach, Classroom Teacher **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $72,009, Instructional Resources - 211 - Title I - $7,349, Title I Tutors - 211 - Title I - $1,500, ESSER Tutors - ESSER - $69,776				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion. **Actions:** 1. Parent and Family Engagement Compact 2. Title 1 meetings and curriculum nights - math, reading/social studies, and science 3. Academy 4 Mentorship Program 4. Partnership with City Point Methodist Church 5. Organize a Hispanic Heritage Event 6. After-school programs with the LINK and Good News Club. 7. Grade-level musical performances **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement Resources - 211 - Title I - $2,762	25%	45%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement additional support for students in the two lowest-performing groups as measured by state and district assessments. **Actions:** 1. Provide an additional academic coach for reading support in creating student learning tasks. 2. Weekly PLCs focused on data talks, planning, and strategies 3. Strategy-based monthly "Lunch and Learns" for classroom teachers. 4. The administration will attend monthly meetings hosted by the University of North Texas to collaborate with administration from other districts in ways to close the educational gaps for low-performing schools **Staff Responsible for Monitoring:** Administration, teachers, interventionists, coached, and tutors **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an increased awareness of social-emotional development as measured by a district-administered student survey and less students on Tier 3 for behavior.

Evaluation Data Sources: Social-emotional learning survey, behavioral Tier data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-approved social-emotional curriculum. **Actions:** 1. Weekly social-emotional learning lessons provided through the Character Strong curriculum. 2. Provide counseling for students who have social-emotional needs or are in crisis. 3. Celebrate one student from each class for nine weeks who demonstrates outstanding character. 4. In Physical Education classes, teachers will incorporate and reinforce social-emotional learning components. 5. Provide Individual and group counseling support. 6. Utilize Crisis Counselors to support students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS (Multi-Tiered Systems of Support) Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS (Multi-Tiered Systems of Support) data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS (Multi-Tiered Systems of Support) plan. **Actions:** 1. The counseling department and behavior specialist will train teachers and administrators to implement research-based strategies to support positive student behavior. 2. Use the student management system to input behavioral MTSS (Multi-Tiered Systems of Support) student plans. 3. Utilize the behavior interventionist for intervention and classroom strategies. 4. Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern. 5. Implement effective interventions for students who meet Tier 2 or 3 placement criteria in small groups using evidence-based resources. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	15%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Use continuous improvement to identify and improve processes and outcomes in every grade level and on the campus.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement continuous improvement components to achieve campus goals. **Actions:** 1. Continue to support and monitor campus-wide implementation of continuous improvement components. 2. Identify critical measures to track progress toward established goals. 3. Track goals, campus trends, and data during weekly PLC (Professional Learning Community) meetings. 4. Conduct continuous improvement refresher training using the Coordinator for Continuous Improvement. **Staff Responsible for Monitoring:** Administrators, Instructional Coaching, District Coordinators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase the annual total average daily attendance as compared to the prior school year.

Evaluation Data Sources: Overall campus average daily attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to address student attendance, and social needs that interfere with attendance and collect data on strategies that would mitigate poor student attendance. **Actions:** 1. Use campus funds to provide incentives to improve student attendance. 2. Monitor student attendance and review progress twice every nine weeks to determine the effectiveness of the campus attendance plan. 3. Create a system to celebrate campus attendance improvement. 4. Implement strategies to identify and address social needs within families that prevent students from attending school and involve key stakeholders to mitigate student attendance issues. **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	15%	20%		

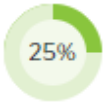
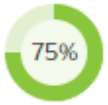
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

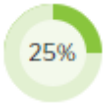
Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

HB3 Goal

Evaluation Data Sources: Safe School's Report, Campus and District Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review the perception data from students, staff and parents campus safety survey and implement the district-wide safety program. **Actions:** 1. Review and analyze existing safety survey data to identify areas of concern and take corrective actions based on findings. 2. Include corrective actions in quarterly reviews. 3. Meet monthly with Campus Safety Committee. 4. Monitor and address safety and security standards as defined in school safety audits. 5. Train staff on the Standard Response Protocol to determine appropriate actions to take in emergencies. 6. Have students and staff take a campus safety survey. 7. Train students on using the Anonymous Alerts reporting system for bullying, threats, and concerns. **Staff Responsible for Monitoring:** Administration, Safety Team, Staff **Title I:** 2.6 **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct all safety routines and drills as required and perform routine exterior and interior door checks. **Actions:** 1. Exterior door checks every morning conducted by campus administration and custodians. 2. All gates are locked and closed at 8:10 a.m. every day. 3. Random interior door audits performed by campus and district administration. 4. All drills conducted and recorded in Navigate 360. **Staff Responsible for Monitoring:** Administration, Staff, Student Services				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement the district safety program that promotes an accident-free work environment. **Actions:** 1. Review and discuss the previous year's workers' compensation report. 2. Complete all risk management required safety trainings. 3. Display all risk management safety postings in a prominent place. 4. Perform campus safety walkthroughs as required by the district plan. **Staff Responsible for Monitoring:** Risk Management, Administration, Student Services				

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John D. Spicer Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

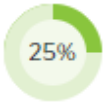
Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (beginning of year, middle of year and end of year) to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Elementary: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)
Secondary: Renaissance STAR Assessments (grades 1-5 mathematics and grades 3-5 reading)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** 1) Provide trainings during professional learning communities from coaches and district personnel and resources to implement Guided/Shared reading and phonics instruction in support of all students. 2) Measure K - 5 student reading levels using Fountas & Pinnell in accordance to the testing windows. 3) Ensure the implementation of Guided Reading in all grades K - 5 and shared reading in grades K-2 using Fountas & Pinnell and implementation of new phonics instruction for grades k-1 and 2-3. 4) Use data to provide targeted support and progress monitoring. 5) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based on academic, social, and emotional needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and LOL team members **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Academic Coach - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** 1) Provide teachers with resources in literature to support reading across curriculum in print and digital periodical literature. 2) Administration and the academic coach will host instructional walks bi-weekly with grade level teams called Tuesday Tours. This will be an opportunity for grade level teams to learn from their peers as well as see how their grade level content is vertically aligned. 3) Administration will create digital feedback forms for staff to communicate on instructional practices. 4) Provide online resources to support RLA and math learning. 5) Ensure all students in grades K - 5 have access to rich literature every day. 6) Staff members who have shown mastery in reading and mathematics instruction will have opportunities to present during staff meetings. 7) Provide students with focused instruction using appropriate interventions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and Title I Tutors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Instructional Resources - 211 - Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing data informed instruction and responsive teaching. **Actions:** 1) Support teacher training on implementation of tier one priorities. 2) Collect, analyze and use data for progress monitoring. 3) Utilize the time during the professional learning communities to review response to intervention data in order to identify appropriate intervention plans, instructional resources and strategies. **Staff Responsible for Monitoring:** Campus Administration, academic coach, and campus leaders of learners team. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. **Actions:** 1) Provide professional development on classroom activities and strategies that build listening, speaking and reading comprehension. 2) Monitor vocabulary acquisition amongst 3rd-5th grade students monthly using the Star Renaissance screener. 3) Use tier 1 priorities for academic vocabulary instruction. 3) Teachers will post data in hallway and discuss progress at monthly PLC's. **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus leader of learners team, and Academic Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $8,187	25%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Require teachers to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** 1) Students will take screeners such as mClass and Star Renaissance monthly, teachers will monitor progress, and discuss interventions and supports needed. 2) 3rd-5th grade teachers will use aware to create common assessments to monitor student progress in reading and math. 3) Teachers will utilize the district-developed item bank questions with constructed response items and other new items in common assessments to mirror the state assessment. 4) Teachers will use continuous improvement practices and data folders to monitor individualize progress. 5) Kindergarten and first grade will use mClass screener data as their common assessment to review monthly during professional learning communities specifically tracking decoding skills. 6) Second grade teachers will create common assessments for reading in aware. Teachers will also document and monitor progress in decoding from mClass screeners monthly. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 1	35%	55%		

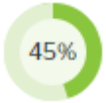
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades Kindergarten - 5th grades in reading and mathematics for identified student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell, mClass, Star Renaissance, STAAR, district CBA, Circle and TEA interim's.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. **Actions:** 1) Time will be provided for vertical teams, interventionists, and special education staff to meet to strategically develop and organize intervention plans to use in the classroom and document with common formative assessments. 2) Ensure RLA teachers attend district curriculum previews. 3) Academic coach will support training in 95% Phonics for K-1 teachers and phonics curriculum for 2-3 teachers. 4) Professional development for teachers on strategies for teaching tier 2 academic vocabulary and the planning of classroom activities that support the opportunity for students to work on listening and speaking skills. 5) Federal programs tutors will provide small group instruction and inclusion support for math and reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Interventionists, federal program tutors, and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Title I Tutoring - 211 - Title I - $25,000, ESSER Tutoring - ESSER - $18,590				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1) Ensure the implementation of literacy across all content areas using the district tier 1 priorities. **Actions:** 1) All staff will utilize literacy components throughout all subject areas. 2) Focus on building tier 2 academic vocabulary. 3) Incorporate writing in cross-curricular content. 4) Academic Coaches will provide training in tier 1 priorities to teachers to increase student performance levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Academic Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) to decrease the amount of students requiring tier 2 and 3 interventions for behavior. **Actions:** 1) Implement district social emotional behavior curriculum and resources along with Conscious Discipline campus training and resources. 2) The campus leadership team will meet to create campus wide expectations for all staff to consistently use to address behaviors in common areas. 3) Anchor charts for teaching campus wide expectations for behavior and procedures posted throughout the school. 4) Provide professional learning and support for social emotional behavior and tiered behavior interventions **Staff Responsible for Monitoring:** Campus leadership team, Principal, Assistant Principal, Counselor, and teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Campus Personnel - 211 - Title I - $39,141	40%	60%		

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Campus response to intervention records, Focus, parent meetings, counselor and office referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement student monitoring and support system schoolwide. **Actions:** 1) Keep and monitor school wide behavioral Multi tiered system of support (MTSS) data records and document strategies used. 2) Implement campus wide strategies, structures, and procedures from Conscious Discipline. 3) Provide ongoing professional learning to all staff on Conscious Discipline. 4) Use positive behavior intervention supports (PBIS) strategies to recognize students for positive behavior campus wide. 4) Provide families with additional support systems from Conscious Discipline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus positive behavior supports team, counselor, and teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Professional Development - 211 - Title I - $2,500, Crisis Counselor - 199 - General Funds: SCE	35%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2022 - 2023 EOY data from On Data Suite: 95.73%.
On Data Suite, Raw Wee and Focus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Celebrate student attendance weekly in grades K - 5. Recognize student attendance each nine weeks in grades K - 5. **Actions:** 1) Reward individual perfect attendance at quarterly school wide assemblies. Student names will be placed in a drawing for prizes and all students will be given a certificate for perfect attendance. 2) We will celebrate classrooms with the highest attendance by inviting them to participate in a welcome walk at the front of the school each Friday with music, staff, and we will partner with the high school to provide students from clubs/organizations to celebrate with us. 3) Celebration on social media - A celebration notice will be sent home spotlighting students with perfect attendance. The parent will submit a picture and the student's reason they love coming to school. The picture and student expression will be posted on Spicer's social media. 4) We will recognize our parents supporting good attendance efforts by inviting students with no more than 2 absences for the semester to a "Parent's Night Out" at the school. 5) Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 97%. 6) Implementing Conscious Discipline routines campus wide such as "wish you well". **Staff Responsible for Monitoring:** Principal, Assistant Principal, attendance clerk, Counselor and teachers. **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	25%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase family and community involvement through day and evening activities.

Evaluation Data Sources: 1) Parent surveys
2) Sign in sheets
3) Social media

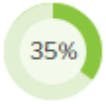
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase communication with student families. **Actions:** 1) Utilize Spicer's facebook page to advertise school events and celebrate good things happening on campus. 2) Partner with the district's multilingual service department to facilitate connections with families. 3) Recruit community partners to support our students, families, and staff. 4) Provide a community newsletter using smore to communicate campus achievements, activities, upcoming events, trainings, etc with all stakeholders. 5) Use blackboard to email out important campus information. **Staff Responsible for Monitoring:** Assistant Principal, Principal, and Counselor **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $766	35%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: As measured by Anonymous Alerts and annual safety survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure all staff have completed the district Safe Schools training. **Actions:** 1) Keep track of staff progress towards completion of training. 2) Increased communication from the school with all stakeholders utilizing monthly community newsletters. 3) Maintaining locked doors and completing daily and weekly door checks of outside doors and gates. 4) Incorporate Conscious Discipline strategies and procedures. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and custodian **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure a safe learning environment for all staff and students. **Actions:** 1) Ensure monthly safety drills occur and that staff and students are prepared. 2) After each drill staff will receive feedback on drill effectiveness and improvements needed. 3) Navigate 360 will be used for all drills. 4) A campus safety committee will meet each month to discuss and evaluate safety concerns and practices. 5) Google form for staff to report campus concerns regarding safety concerns and/or procedures. **Staff Responsible for Monitoring:** Campus administration and campus safety team **Problem Statements:** School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Multilingual Services

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: Emergent bilingual students will make at least one year's progress in reading and math by the end of the school year.
a) In addition, all students in grades Prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

Enhance and support the implementation of system-wide instructional practices to support emergent bilinguals (DIP, G1, PO1, S7)

HB3 Goal

Evaluation Data Sources: mClass Lectura and DIBELS: K-2
mClass Math: Kinder
Circle: PreK
TELPAS
STAR Renaissance 3rd-5th Reading
STAR Renaissance 2nd-5th Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify trends by conducting data analysis to determine progress in reading, math and English language development. **Actions:** a) Disaggregate dual-language PK-5 data to identify trends that guide curriculum enhancements, PLC facilitation, and professional learning. (Elementary Program Leads) b) Partner with Secondary RLA Coordinator to disaggregate data from STAAR assessments, TELPAS, and Interim Assessments. (Secondary Program Lead, Multilingual Coordinator for ESL) c) Disaggregate newcomer data from STAAR, TELPAS, TEKS based assessments and speaking assessments. (Secondary Program Lead) d) Train department staff on data analysis. **Staff Responsible for Monitoring:** Coordinator of Dual-language and ESL programs Coordinator of Secondary Multilingual programs Coordinator of Bilingual/ESL content Coordinator of Language Acquisition **TEA Priorities:** Build a foundation of reading and math - **Results Driven Accountability**	50%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue enhancing the Dual Language curriculum in alignment with curriculum audit standards. (DIP G1, PO1, S7, AC) **Actions:** a) Design and develop new 5th-grade curriculum documents that integrate SRLA/RLA/Social Studies. b) Enhance K-4 SRLA curriculum documents, including revising K-2 phonics. c) Enhance Pre-K ELD vocabulary lessons. d) Enhance K-2 ELD lessons. e)Train teachers and district academic coaches on Dual language curriculum enhancements, including assessments. **Staff Responsible for Monitoring:** Coordinator of Dual-language and ESL programs **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement and enhance secondary ELAR and ESL curricula in alignment with curriculum audit standards to provide support for teachers of multilingual students. (DIP G1, PO1, S7, AC) **Actions:** a) Update Secondary ESL Tier 1 Priorities and embed within Canvas ESL Curriculum course. (Secondary Program Lead) b) Continue enhancing Secondary ESL Curricula based on newcomer teacher feedback, alignment with RLA curricula, and to address gaps determined by curriculum audit standards. (Secondary Program Lead) c) Create Yearly Content Documents, Unit Overviews, and Speaking assessments for Reading 3/Language Enrichment. (Secondary Program Lead) d) Create ESOL 1 Fall and Spring Interim Assessments. (Secondary Program Lead) e) Partner with RLA Coordinator to embed appropriate instructional strategies, sheltered techniques, and instructional resources into Secondary RLA curricula and Word Study documents. (Secondary Program Lead, Multilingual Coordinator for ESL) **Staff Responsible for Monitoring:** Coordinator of Secondary Multilingual programs				

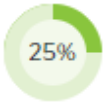
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing emergent bilingual students as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district approved monitoring instrument.
b) Require underperforming campuses to develop a targeted improvement plan (TIP) and engage in data-driven progress monitoring meetings.

Implement effective system-wide practices for the design and delivery of programs and services for emergent bilinguals. (DIP G1, PO 2, S3)

Evaluation Data Sources: State assessment data
TxASCD audit criteria
Curriculum documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase effective systems of support by developing collaborative campus plans. (DIP, G1, PO1, S7, AB) **Actions:** a) Utilize data analysis to determine professional learning needs and develop collaborative campus strategic plans. b) Program Leads and Specialists implement collaborative strategic plans by providing continuous campus support as requested by campuses c) Develop a schedule for Program Leads and Specialists to discuss data trends and meet with bilingual teachers to assist in determining 3rd-5th bilingual students' language of assessment prior to the middle of year LPAC. (Elementary Program Leads) d) Facilitate quarterly cross-campus PLCs with K-5 bilingual teachers to identify BOY and MOY data trends for modifying instructional practices for Tier 1 and small group instruction to meet progress monitoring targets. (Elementary Program Leads) **Staff Responsible for Monitoring:** Coordinator of Dual-language and ESL programs Coordinator of Secondary Multilingual programs Coordinator of Language Acquisition				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the comprehensive professional development (PD) plan targeting the competencies needed to serve the needs of emergent bilinguals (Organizational Capacity). **Actions:** a) Provide training to increase the number of teachers trained and certified in bilingual/ESL instruction. (Bilingual/ESL Content Coordinator) b) Design and deliver professional learning specific to sheltered instruction methods. (Secondary Program Lead, Language Specialists) c) Provide training on EL toolkit and where to locate in the curriculum. (Secondary Program Lead) d) Provide ongoing coaching support for teachers of emergent bilinguals. (Secondary Program Lead) e) Develop department staff professional learning plan. (Bilingual/ESL Content Coordinator) f) Implement Secondary Newcomer PLCs where newcomer teachers will evaluate assessment data from TELPAS, Team Tests, and Speaking Assessments and align their lessons by planning together using the district curriculum and incorporating instructional strategies that will accelerate student learning. (Secondary Program Lead, Multilingual Coordinator for ESL) g) Design and deliver professional learning specific to Pk-5 dual-language program. (Elementary Program Lead) **Staff Responsible for Monitoring:** Coordinators and Director of Multilingual Services	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a written plan for the evaluation of instructional Bilingual and ESL programs and services. **Actions:** a) Align the state requirements annual program evaluation and the state provided program implementation resources to develop the Bilingual and ESL program evaluation plan. b) Develop and disseminate a monitoring plan for the implementation of the PK-5th dual-language program. **Staff Responsible for Monitoring:** Coordinators and Director	30%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Refine LPAC systems for monitoring the progress of current and former emergent bilingual students. (DIP G1, PO2, S3, AB) **Actions:** a) Refine and implement student audit procedures (i.e., new to Birdville reports, notification emails of students- Language Specialist, PEIMS and Assessment Clerk) to identify potential emergent bilinguals. b) Refine and monitor record monitor processes (i.e., EB trackers, records filing - LPAC team) to ensure consistency. c) Collaborate with LPAC team to design and implement procedures for documenting instructional supports emergent bilinguals receive in the classroom. d) Refine and implement procedures for documenting progress monitoring of EB students (Language Specialist and Coordinator) **Staff Responsible for Monitoring:** Coordinator of Language Acquisition	25%	15%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop and enhance systems of collaboration with other special programs to provide appropriate services for emergent bilingual students. (DIP G1, PO2, S3, AD) **Actions:** a) Participate with special programs task force in order to develop district wide procedures to document accommodations for students b) Implement LPAC representation guidelines for LPAC/ARD, 504 and RTI collaboration. **Staff Responsible for Monitoring:** Coordinator of Dual Language and ESL Programs Coordinator of Secondary Multilingual Programs Coordinator of Language Acquisition	5%	5%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Collaborate with core content developers (Secondary Social Studies) to support instruction of emergent bilingual students. (DIP G1, PO1, S7, AD) **Actions:** a) Partner with Social Studies Coordinator to embed appropriate instructional strategies, sheltered techniques, and instructional resources into Secondary Social Studies curricula. (Bilingual/ESL Content Coordinator) b) Collaborate with Social Studies Coordinator to design a professional learning plan for secondary Social Studies teachers. (Bilingual/ESL Content Coordinator) c) Establish a partnership with elementary and secondary math content coordinators to embed instructional strategies and instructional resources into elementary and secondary math curriculum. (Multilingual Coordinator for ESL) d) Collaborate with elementary content coordinators to ensure teachers can locate biliteracy strategies and lessons related to the core content curriculum.	5%	50%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Evaluate and refine the elementary and secondary ESL program models. **Actions:** a) Establish a Task Force to evaluate the current ESL program using the state provided framework and identify areas for improvement. b) Review multiple sources of data: Language acquisition and academic performance data. c) Study and present research about ESL programs and language acquisition. d) Develop needed professional development that is ongoing and job-embedded. **Staff Responsible for Monitoring:** Multilingual Coordinator for ESL **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

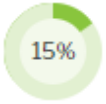
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Develop system-wide plans to increase opportunities for multilingual students to meet college and career readiness indicators. (G1, PO5, S3)
a) In addition, increase the number of students who will meet progress monitoring targets for college and career readiness standards as specified by HB3.

HB3 Goal

Evaluation Data Sources: Student enrollment
AP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the World Language program to increase AP World Language course participation and completion. (G1, PO5, S3, AA) **Actions:** a) Refine the World Language Program plan. b) Develop a plan for the implementation of the performance acknowledgement & biliteracy seal. c) Do classroom observations regularly, d) Examine observation data to determine and develop the professional learning plan to build staff capacity. e) Continue to refine the Spanish 1 and 2 curriculum f) Create curriculum for Spanish 3 and Native Spanish 2. **Staff Responsible for Monitoring:** Coordinator of World Languages and Advanced Academics **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop a graduate pathway to include AP or CTE opportunities for 8th grade AP World Language completers. (G1, PO5, S3, AB) **Actions:** a) Collaborate with Advanced Academics coordinator and CCMR Coordinator to create graduate pathways. b) Communicate with families about the next steps for students starting in 7th grade **Staff Responsible for Monitoring:** Secondary World Languages Lead **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a collaborative plan with campus and Instruction and Advanced Academics to increase the participation of emergent bilingual students in advanced courses. (G1, PO5, S3, AC) **Actions:** a) Develop systems for tracking and monitoring emergent bilinguals in advanced levels of World Languages. b)Promote AP classes to students who are native speakers, bilingual program participants or have taken an AP exam already. c) Work with counselors to educate emergent bilinguals on the graduate pathway. d) Communicate with families about the next steps for students starting in 7th grade (5th grade if they are in the bilingual program.) **Staff Responsible for Monitoring:** Secondary World Languages Lead **TEA Priorities:** Connect high school to career and college	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Develop and deploy continuous improvement processes at the department level. (DIP, G2, PO2)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop an internal professional development plan. **Actions:** 1) Identify the learning needs of staff 2) Coordinate professional learning based on staff needs 3) Create a written plan for the continued professional learning for staff **Staff Responsible for Monitoring:** Coordinator of Bilingual/ESL Content	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in an environment that is safe and responsive.

Performance Objective 1: The district will meet all compliance requirements for improvement planning.

Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. (G3, PO3, S4).

Evaluation Data Sources: Engagement Planning Tool - Title III
Family, parent, and community engagement plan
Attendance forms
Feedback forms
Presentation documents
Flyers
Photographs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design, develop, and implement a family, parent, and community engagement program to meet federal and state requirements. **Actions:** a) Conduct a parent and family involvement survey. b) Design and develop a plan of engagement activities for the fall and spring semesters. c) Implement face-to-face and/or virtual parent/family outreach and training, including ESL adult classes. d) Implement face-to-face and/or virtual family literacy services. e) Implement face-to-face and/or virtual community participating programs. **Staff Responsible for Monitoring:** Coordinator of Dual-language and ESL programs. **ESF Levers:** Lever 3: Positive School Culture	70%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in an environment that is safe and responsive.

Performance Objective 2: Create a safe and positive work environment.

Evaluation Data Sources: Research of large oranizations
Draft and final version of guiding principles
Staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain safety as a priority in our work environment. **Actions:** 1) Provide required safety trainings to staff 2) Communicate protocols for reporting safety hazards 3) Provide necessary tools to ensure a safe work environment **Staff Responsible for Monitoring:** Director & Administrative Assistant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain office procedures to ensure we meet district's core values of excellence, integrity and service. **Actions:** 1) Develop our guiding principles for our core values. 2) Study large organization's guiding principles and develop a draft of our guiding principles 3) Present to the staff and solicit input for the establishment of our guiding principles 4) Publish our guiding principles to staff department handbook and post in office **Staff Responsible for Monitoring:** Director & Administrative Assistant				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: All students and staff will learn and work in an environment that is safe and responsive.

Performance Objective 3: Create a culture of growth and development in the organization.

Evaluation Data Sources: Strive
Staff surveys
PD Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All exempt staff will participate in a continuous improvement process. **Actions:** 1) Individual conferences will be conducted at the beginning of the school year to identify goals for the year 2) Progress will be measured and data will be studied during the middle of year conferences 3) Final summative reviews will be conducted at the end of the school year 4) Staff will receive continued support in utilizing the identified tool for the PDSA process **Staff Responsible for Monitoring:** Coordinators & Director of Multilingual Services **ESF Levers:** Lever 2: Strategic Staffing	15%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

North Oaks Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year. Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-9 mathematics and grades 6-10 reading)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the literacy plan with a focus on responsive teaching and continuous improvement. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans.- Throughout the year, completed by May 2024. b) Provide technical, consulting, and coaching support for campus implementation plans. - Throughout the year, completed by May 2024. c) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels- - Throughout the year, completed by May 2024. d) Conduct a book study The Reading Strategy Book 2.0 by Serravallo with the RLA team to improve instruction to increase student fluency, comprehension, inference, and lexile levels. e) Train teachers on cooperative learning strategies to increase classroom engagement- Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Academic Instructional Coaches - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support teachers in the implementation of data informed and responsive teaching. **Actions:** a) Teachers will be trained on the personalized learning framework for all campus leaders and instructional staff.- By December 2023 b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.- - Throughout the year, completed by May 2024. c) Teachers will attend training on using data from multiple assessments (Star Renaissance and Interims) to inform instruction.- August and September 2023 d) Teachers will work with academic coach to develop effective formative assessments and capture the data in Eduphoria - Aware to inform teacher practice and show student growth. - Throughout the year, completed by May 2024. e) Teachers will be train teachers on 2.0 tier one priorities. August 2023 f) Continue to build capacity of the campus Professional Learning Communities (PLC) process through support during district guided PLC days.- Throughout the year, completed by May 2024. g) Collect, analyze and use data for progress monitoring.- Throughout the year, completed by May 2024. h) During data analysis during PLC, we will analyze progress with a focus on the lowest performing sub groups. Teachers and academic coach will have targeted tutorials based on student progress. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators, Academic Coach, MTSS Interventionist **Title I:** 2.4 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	35%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement district plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to Advance Placement.- September 2023 b) Implement honors+ curriculum at middle schools for gifted learners. - Throughout the year, completed by May 2024. c) Provide rigorous activities in RLA and SS in workstations. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators and Academic Coach	35%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. **Actions:** a) Utilize Star 360 Renaissance assessment for progress monitoring and intervention services to decrease learning gaps and increase student performance.- BOY, MOY, and EOY b) Work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model.- Throughout the year, completed by May 2024. c) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math.- Throughout the year, completed by May 2024. d) Utilize district item bank for STAAR redesign within AWARE.- Throughout the year, completed by May 2024. e) Train teachers on the Multi-Tiered System of Supports (MTSS) curriculum and how to incorporate it into math block. -August and September 2023 f) Teachers will analyze student progress data during PLC based on lowest sub groups. They will select small groups and hold targeted tutorials based on student need. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators, Academic Coach, MTSS Interventionist **Title I:** 2.4, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $67,390, Intervention Staff - 199 - General Funds: SCE				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Utilize curriculum enhancements that support the Dual Language and ESL programs which allow access to core content for all Emerging Bilingual students. - Throughout the year, completed by May 2024. d) Utilize research-based practices to support Emerging Bilingual students to develop language acquisition skills with a focus on district tier one priorities. - Throughout the year, completed by May 2024. c) Utilize SCE funded, teachers for language and credit support - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** ESL Teacher - 199 - General Funds: SCE				

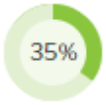
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

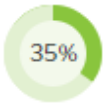
HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). - Throughout the year, completed by May 2024. b) Track student performance with a focus on the lowest subgroups to determine progress toward success on STAAR assessments. - Throughout the year, completed by May 2024. c) Provide professional development for teachers to developing personalized intervention plans through Success-Ed. - August and September 2023 d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. August and September 2023 **Staff Responsible for Monitoring:** Administrators and Academic Coach **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 255 - Title II - $70,082				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a multi-tiered system of support for identified students for Response to Intervention (RtI), and students in our designated super groups for closing the gaps. **Actions:** a) Continuously analyze data to determine academic RtI placement for students. - Throughout the year, completed by May 2024. b) Complete monthly Behavioral RtI meetings to determine necessary interventions for students.- - Throughout the year, completed by May 2024. c) Provide professional learning and support for Social Emotional Learning (SEL) & tiered behavior interventions. August 2023 d) Track assessment data for students in lowest subgroups and provided targeted tutorials as needed. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators, Academic Coach, Counselors **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $443,692, ESSER Tutoring - ESSER - $19,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use the district continuous improvement process to develop mission statements, smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. - Throughout the year, completed by May 2024. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. - Throughout the year, completed by May 2024. c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Administrators, Academic Coach, MTSS Interventionist **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Work with community and business partners to assist in providing support to students and families. **Actions:** a) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. - Throughout the year, completed by May 2024. b) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students. - Throughout the year, completed by May 2024. **Staff Responsible for Monitoring:** Counselors, Administrators **Title I:** 4.2 **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) Ensure completion and alignment of services with appropriate coding prior to each Public Education Information Management System (PEIMS) submission. b) Attend training regarding the importance of coding and associated programming for at-risk indicators including (Family Educational Rights and Privacy Act) FERPA guidelines. c) Attend training using On Data Suite (ODS) to monitor at-risk indicators. d) Follow PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.). **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **Problem Statements:** Demographics 1	35%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase student performance on 8th grade Science and Social Studies STAAR Assessments. **Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Administrators, Academic Coach, Social Studies Coordinator **Title I:** 2.4 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional Resources - 211 - Title I - $15,789	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district curriculum for social-emotional learning (SEL). **Actions:** a) Deliver SEL Character Lessons. b) Attend ongoing professional learning to all stakeholders on the SEL program. c) Use character lessons as the basis for identifying the Outstanding Citizen recipients. d) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. e) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Counselors **Funding Sources:** Crisis Intervention Counselors - 199 - General Funds: SCE	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral RtI plan. **Actions:** a) Train staff in the implementation of the behavior RtI plan with established procedures. b) Utilize CHAMPS as our campus discipline management program. c) Use Success-Ed to input behavioral RtI student plans and then use the data for the assignment of students to Disciplinary Alternative Educational Placement (DAEP). d) Conduct monthly Behavior RtI meetings with all teachers to develop intervention plans for students as needed. **Staff Responsible for Monitoring:** Counselors and Administrators **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

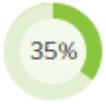
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Provide incentives to improve student attendance. b) Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Staff Responsible for Monitoring:** Administrators and Attendance Officer **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Work with district staff to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve safety concerns. d) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Administrators and SRO				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district program that promotes an accident-free work environment. **Actions:** a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety walk-throughs				

 No Progress  Accomplished  Continue/Modify  Discontinue

North Richland Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: STAR 360 Lexile Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Literacy focus through Tier 1 priorities across all content areas. **Actions:** A) Oversee the use of district literacy initiative . B) Utilize campus leadership to provide professional development around literacy C) Use walk through data to collect data on the use of literacy instruction in classrooms D) Provide feedback to teachers to support literacy use district literacy initiatives. E) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage. F) Assist teachers with collecting data on the use of literacy strategies and differentiation of instruction G) Provide appropriate support for teachers on the use of literacy strategies across contents to support learning for all students. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department heads, admin and academic coach) **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Coach - 255 - Title II - $72,839				

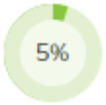
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Expand campus CIR cohort for increased rigor and relevance when designing student performance task. **Actions:** A) Provide training to cohort teachers on the rigor and relevance framework B) Increase CIR Cohort to include 3 additional teachers first semester C) Utilize CIR rubric on rigor, relevance and engagement during lesson planning process. D) Cohort teachers will continue growth of CIR process across campus. E) Provide campus wide CIR training to utilize during the planning process F) Utilize Academic Coach and department cohort teachers to provide support to new staff on rigor, relevance and engagement G) Utilize cohort teachers to continue additional training and support needs through PLC. **Staff Responsible for Monitoring:** Administrative Leadership Team (Included Department Heads, Admin and Academic Coach) **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Coach - 255 - Title II	N/A	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of STEM inquiry through PBL's across Science and Math classrooms. **Actions:** A) Ensure all math and science teachers are STEM certified. B) Develop STEM PLC with department heads to provide support on area's of need based on data and develop STEM cross curricular units to begin whole campus STEM implementation. C) Provide coaching on STEM domain's for teachers completing certification process D) Utilize STEM rubric to calibrate teachers implementation of domains within instruction through walk through data. E) Visit other STEM campuses to grow knowledge. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department Heads, Admin and Academic Coach), Math and Science Teachers, Content Coordinators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need C) Provide training to general education teachers to support the learning of students receiving specialized services D) Provide information to staff, parents and community about specialized programs **Staff Responsible for Monitoring:** Administrative Leadership Team, EB Coach, Content Coordinators, SPED Coordinator **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 1, 2 **Funding Sources:** Professional Development - 211 - Title I - $3,888, Campus Personnel - 211 - Title I - $80,696	25%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize district resources to close gap in student performance on STAAR Social Studies. **Actions:** A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. **Staff Responsible for Monitoring:** Administration, Campus Coach, Social Studies Coordinator **Problem Statements:** Demographics 1, 2	45%	70%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families **Actions:** A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D)Host a Title 1 Meeting E) Develop and give a campus parent survey **Staff Responsible for Monitoring:** Administration Leadership Team **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1	60%	75%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas. **Actions:** A) Hire necessary staff to meet HB4545 and RtI of all students B) Provide instructional materials for staff as needed. Assess effectiveness of use. C) Train staff in software used for programming and monitor student progress. **Staff Responsible for Monitoring:** Administrative Leadership Team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	75%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district administered survey of student perceptions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensuring at-risk students remain engaged in school **Actions:** A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Implement Leadership class to address behavior needs of Tier 3 Behavior Folders C) Utilize Tier 3 Behavior Team to develop a plan for student success. D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs. E) Provide opportunities to prepare for postsecondary possibilities through college visits. F) Continue developing PBIS store and look for moving Falcon Funds to online format. **Staff Responsible for Monitoring:** Administrative Leadership Team, Teachers **Problem Statements:** Perceptions 1	55%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities **Actions:** A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities D) Survey students to identify needs and interest for after school activities. E) Develop leadership and leadership skills across the campus to improve students social and emotional wellness F) Provide technology for students to pursue their interest and increase their learning opportunities **Staff Responsible for Monitoring:** Administrative Leadership Team, Teacher Sponsors **Title I:** 4.1 **Problem Statements:** Demographics 1, 2 - Perceptions 1	55%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor Behavior RtI process **Actions:** A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide Restorative Discipline plan. E) Train staff in Restorative Practices and Conscious Discipline. F)Monitor students assigned to DAEP and return to campus. G) Develop leadership class for Tier 3 students to learn appropriate school behaviors. H) Train staff in STOIC and CHAMPS strategies.. I) Maintain campus store for students to purchase items using Falcon Funds. **Staff Responsible for Monitoring:** Administrative Leadership Team, Classroom Teachers **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1 **Funding Sources:** Leadership Teacher - 211 - Title I - $39,000	65%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student and staff attendance **Actions:** A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. E) Administration will utilize Raa Wee to track, monitor and address attendance issues. **Staff Responsible for Monitoring:** Administrative Leadership Team **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus Continuous Improvement **Actions:** A) Expand continuous improvement implementation include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data meetings with Admin to monitor growth on reassessment of needed content. **Staff Responsible for Monitoring:** Administrative Leadership Team, Content Coordinators, Department Chairs **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2	75%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collect perception data from students on safety at school. **Actions:** A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need such as arrival, passing periods and dismissal. D) Communicate safety drill expectations to all students E) Participate in monthly safety drills **Staff Responsible for Monitoring:** Administrative Leadership Team **Problem Statements:** Perceptions 1	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review district data about safety **Actions:** A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize CIP to focus campus improvement with students and staff **Actions:** 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department Heads, admin, and Academic Coach) **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2	25%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

North Ridge Elementary

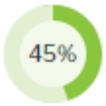
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's growth in reading and math between the beginning and end of year benchmark testing.

Evaluation Data Sources: Fountas & Pinnell Benchmark Assessment System (BAS)
Running Records
Renaissance
Circle Assessment
Interims
Curriculum Based Assessments (CBAs)
M-Class
Teacher Student Learning Objective Goals
Teacher Professional Goals
Student Data Folders
Individual Education Plan (IEP) Progress Data
Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will implement TIER 1 Priorities, follow district content standards, and plan with a focus on targeted instructional practices to improve student learning utilizing district aligned resources. **Actions:** A) Implementation of district curriculum and literacy strategies. B) Vertical Teams will use the district's expectations rubric and fish bone model to align and guide instruction. C) Grade level teams will meet in a Professional Learning Community (PLC) to monitor student progress and plan for learning. D) Utilize our Academic Coach and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum. E) All students will have access to a Student Data Folder and will use the data to monitor their progress and set goals. **Staff Responsible for Monitoring:** Principal Assistant Principal Leaders of Learners Vertical Team Members Academic Coach Multi-Tiered Systems of Support (MTSS) Staff Digital Learning Specialist **Title I:** 2.4 **Problem Statements:** Student Learning 2 **Funding Sources:** Scholastic News - 199 - General Funds: SCE - $1,678.17				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide embedded professional learning opportunities that support district initiatives and increase student engagement with TIER 1 instruction through PLCs, Coaching Cycle, Texas Teacher Evaluation & Support Systems (T-TESS) Coaching Sessions and professional learning. **Actions:** A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals. B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals. C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support. D) Utilize our Academic Coach for MClass training and reading instructional support. E) Teachers will complete a Teaching Cycle with the Academic Coach. F) Teachers will assist in identifying students for accelerated instruction as well as those needing interventions. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coach MTSS Staff Digital Learning Specialist District Content Coordinators Leaders of Learners Vertical Team Members Teaching Staff **Problem Statements:** Demographics 2 **Funding Sources:** Targeted Professional Learning - 211 - Title I - $4,154, CAMT Conference - 199 - General Funds: SCE - $1,592, Circle Assessment Training - 211 - Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enhance and support the implementation of system-wide instructional practices to support specialized programs. **Actions:** A) Special Education Teachers will receive instructional support from the Special Education Academic Coach. B) The Special Education Team will attend grade level Response to Intervention (RTI) Collaboratives. C) Provide specialized training for teachers and educational assistants through professional learning. D) Include the Special Education Teachers on Vertical Teams and Leaders of Learners (LOL) Team. E) Provide additional tutoring before and after school for the special education population. F) Special Education Teachers will meet in PLCs with like programs from other Birdville Independent School District (BISD) campuses to plan for learning. G) Resource Staff will hold RTI Collaboratives after each benchmark testing window to monitor student and plan for instructional support. H) Students in specialized programs will receive Tier 1 priority structures and strategies. I) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment. J) Full day Pre-Kindergarten provided to build foundational skills and early intervention. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coach Special Education Academic Coach Campus Special Education Team Leader **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** ESSER Tutors - ESSER - $12,045, Substitutes for PLC meetings - 211 - Title I - $450, Title I Tutors - 211 - Title I - $12,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and monitor data at all grade levels and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI/MTSS process. **Actions:** A)Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. B) Grade level teams will work in PLCs to analyze demographic data and determine plan for interventions. C) Title 1 Tutors will provide interventions to students not meeting appropriate benchmarks. D) Principal and Assistant Principal reviews student report cards and failure reports each nine weeks. Student/ Parent conferences are scheduled using this data to discuss student progress concerns. **Staff Responsible for Monitoring:** Principal Assistant Principal MTSS Staff Counselor Classroom Teachers Dyslexia Specialist Resource Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $10,236, - 199 - General Funds: SCE	40%	55%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Establish Vertical Teams in the subject areas of Math, RLA, and Science to increase communication across grade levels, allowing teachers to collaboratively develop and implement a vertically aligned curriculum system. **Actions:** A) Vertical Teams will meet three times yearly in a PLC, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work towards their written goals. **Staff Responsible for Monitoring:** Principal Assistant Principal Vertical Team Leads Teaching Staff **Problem Statements:** Student Learning 1 **Funding Sources:** Substitutes for Vertical Team Planning - 211 - Title I - $1,000	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by campus, district and state assessments.

Evaluation Data Sources: RTI Campus Data
Interim Data
CBA Data
Benchmark Data
Report Cards
On Data Suite (ODS) Reports
STAAR (State of Texas Assessments of Academic Readiness) Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups.				
Actions: A) Administrators, Academic Coach, and Teachers will identify and monitor progress of under-performing groups during RTI Collaboratives . B) Teachers will implement student data folders to track learning progress and utilize the recorded data to plan intervention. C) Utilize the district continuous improvement expectations rubric and the campus timeline to monitor the implementation of Continuous Improvement in the classrooms and campus-wide.				
Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Academic Coach Teaching Staff Special Education Teaching Staff				
Title I: 2.4, 2.6				
Problem Statements: Demographics 2				
Funding Sources: Intervention Personnel - 199 - General Funds: SCE - $15,663				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review and monitor data of identified under-performing groups and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI/MTSS process. **Actions:** A) Teachers and Instructional Support Staff will analyze data to identify students not making adequate progress and plan interventions. B) Teachers, Dyslexia Specialist, MTSS Staff and Title 1 Tutors will design interventions during RTI Collaboratives. D) Resource Teachers will meet with General Education Teachers during Special Education RTI Collaboratives to monitor progress and plan intervention for our special populations. **Staff Responsible for Monitoring:** Principal Assistant Principal Math Interventionist Reading Interventionist **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Funds: SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a campus and district administered student surveys.

Evaluation Data Sources: Behavior RTI Data
Discipline Referrals/ Reports
Counseling Referrals/ Reports
Student Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The School Counselor and all teachers will implement district curriculum for social - emotional learning. **Actions:** A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives. B) Develop interventions and strategies to implement using the perception data. C) Counselor classroom lessons will be delivered each month. D) Award Longhorn Pride Tickets to students displaying positive behavior and good character. E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements. F) Implement Character Strong lessons. G) Capturing Kids Hearts will be implemented in all classrooms. H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers **Title I:** 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Prizes for Longhorn Ticket Prize Box - 199 - General Funds - $300, Resource Supplies for Kindness Club - 199 - General Funds - $300, Crisis Counselor - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus-wide implementation of The Ridge Way Campus Behavior Plan. **Actions:** A) Schedule monthly meetings to monitor and adjust campus behavior system. B) Assistant Principal will conference with students moving from a conduct grade of Satisfactory (S) to Needs Improvement (N) and "N" to Unsatisfactory (U) to develop a behavior support plan. **Staff Responsible for Monitoring:** Assistant Principal Campus Safety/Discipline Committee **Problem Statements:** School Processes & Programs 1	40%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus-wide implementation of Capturing Kids Hearts. **Actions:** 1) Provide training and support for new staff members. 2) The Leaders of Learners will meet to design an implementation plan and monitor campus effectiveness. 3) Appoint a Process Champion Team and send to additional training. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Discipline Committee Classroom Teachers **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Capturing Kids Hearts Training - 199 - General Funds: SCE - $9,000	40%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: RTI Student Roster Notes
RTI Grade Level Tier Service Reports
RTI Success ED Documentation
Discipline referral reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process. **Actions:** A) Review student's conducts sheets and conduct grades and determine Tier placement. B) Design interventions to support each student on a behavioral Tier 2 or 3. C) Assign a mentor to all Tier 3 students. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE	15%	30%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total Average Daily Attendance (ADA) as compared to the prior school year by 2%.

Evaluation Data Sources: 2022-2023 ADA: 95%
Nine Week Attendance Reports
District Weekly Attendance Reports
Campus Attendance Graph
FOCUS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Attendance Incentive Plan. **Actions:** A) Communicate the importance of attendance and share the attendance plan with parents. B) Monitor attendance through nine week attendance reports. C) Plan and implement monthly attendance contests. D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks. E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks. F) Send truancy documentation home per district attendance procedures. **Staff Responsible for Monitoring:** Principal Assistant Principal Attendance Clerk Truancy Officer **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Attendance Awards - 199 - General Funds: SCE - $800	30%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Organize Campus Leadership Teams to monitor and adjust campus operations and systems.

Evaluation Data Sources: Threat Assessment
Discipline Referrals
Navigate 360
Plan4 Learning - Campus Improvement Plan (CIP)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus Leadership Teams meet throughout the year to monitor and improve operations. **Actions:** A) Site-Based Team shall meet at least once each semester to review budget and Campus Improvement Plan (CIP). B) LOL Team shall meet four times a year to monitor, assess and adjust CIP. C) Safety/Discipline Team shall meet monthly to monitor, assess and adjust Safety Plan. D) Administration Team will meet once a quarter to address bullying cases on campus. E) Administration Team will meet weekly to address the Threat Assessment. **Staff Responsible for Monitoring:** Leaders of Learners Campus Site-Based Team Principal Assistant Principal Team Leads **Problem Statements:** Student Learning 2	20%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school from the previous year.

Evaluation Data Sources: Campus Survey
Counseling Referrals
Parent Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security and well-being. **Actions:** A) Survey families once each quarter on campus safety. B) Identify areas in need of improvement as shown on the campus surveys. C) Conduct training and distribute materials provided by the district on campus safety. D) Conduct safety drills in compliance of district expectations. E) Nurse will lead regular meetings with the Emergency Response Team. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Nurse **Problem Statements:** Perceptions 1	10%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: District Workers' Comp Reports
Campus Safety Walks
Campus Workers' Comp Reports

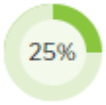
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training provided by the district addressing employee safety. **Actions:** A) All staff will complete the required Safe Schools training. B) Principal will conduct monthly safety training. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Formative and Summative Reviews

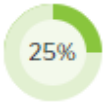
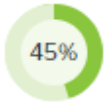
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the campus plan and all required compliance plans. **Actions:** A) Leaders of Learners meet four times a year to complete formative and summative reviews. B) Develop a plan if progress is not being made or modify plan. **Staff Responsible for Monitoring:** Principal Assistant Principal Leaders of Learners **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: North Ridge Elementary will build a strong relationship with all stakeholders.

Performance Objective 1: This year, 100% of NRE families will participate in at least two family engagement events this school year.

Evaluation Data Sources: North Ridge Elementary Parent Surveys
Event Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement. **Actions:** A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy. B) Organize one family engagement event per semester. C) Distribute a bi-weekly NRE Family Newsletter. **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $5,154				

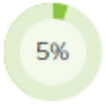
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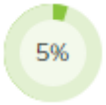
North Ridge Middle School

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: Increase overall STAAR performances at the Meets Grade level standard by 3 percentage points over 2022-2023 performance across all grade levels and subject areas.

Evaluation Data Sources: 2021Performance: 46% at Meets Grade Level
2021-2022 Performance 56% Meets Grade Level
2022-2023 Performance 62.25%
The administration used data from STAAR as well as Interim Data to disseminate scores and percentages in order to meet the needs of the students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: System Safeguard Strategy Critical Success Factors CSF1 CSF 2 Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** *Literacy based site team that will implement a campus literacy based program. * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS * Communicate effectively the new literacy goals and it's implementation across all content areas. * Implement Blended Learning **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Personnel - 199 - General Funds: SCE - $254,520, ESSER Tutors - ESSER - $9,174, Instructional Coach - 211 - Title I - $78,358				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 Meet and exceeds the needs of SPED teachers, EB students, and co-teach teachers, by providing the necessary literacy support and training. Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials. **Actions:** * Continue to provide training on the use effective literacy based strategies * communicate effectively with the community on special programs that assist students educationally * Continue to meet the needs of student through the RTI program implemented by the district. * Increase the rigor and relevance of lesson plan design. * Meeting the needs of students that we know that understand by increasing their lexile levels. **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team District Coordinators **Funding Sources:** - 199 - General Funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 3 percentage points over 2022-23 across all applicable grade levels and subject areas.

Evaluation Data Sources: 2021-2022 Performance 73%
2022-2023 Performance 88%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas **Actions:** Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs. Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	5%	10%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2022-2023 levels across all grade levels and subject areas.

Evaluation Data Sources: 2021 Performance: Eco Dis -35%
2021-2022 Performance- 74%
2022-2023 Performance-76%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery. * PLC - data collaboration and planning for individualized instructional strategies. * Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help. * Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning. **Staff Responsible for Monitoring:** Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	5%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 4: Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2022-2023 level.

Evaluation Data Sources: 2021-2022 Performance-70%
2022-2023 Performance -78%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: * Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. * Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. * Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. * Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Actions:** Consistent feedback through observations, PLC, and assessment data. **Staff Responsible for Monitoring:** Administration Team: Principal, Assistant Principal, and Academic Coach. **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	5%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a multi-tiered system of support for RtI identified students, and students in our designed super groups for closing gaps. **Actions:** Track assessments data for students in super groups and provided targeted tutorials as needed.	5%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 5: Increase English Proficiency Status measures set by the state for TELPAS

Evaluation Data Sources: The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge MS met the target with a TELPAS progress rate of 42%. In 2021-2022 North Ridge MS again met the target with a TELPAS progress rate of 61%. In comparing the progress rate from 2021 and 2022, North Ridge MS demonstrated a 19% point increase in students' English language development and a 10% increase 2022-2023.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2023-2024 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

Evaluation Data Sources: Campus survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and teachers will develop mission statements for classroom CSF 3,6, and 7 **Actions:** * Identify the appropriate culture for each classroom * Identify SMART goals for the classroom to encourage student success. * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences. * Identify student learning objective and the appropriate ways to reach success by developing norms *Post mission statements inside the classroom as well as outside to show continuous improvement. **Staff Responsible for Monitoring:** Administration Teachers Academic Coach **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 199 - General Funds - $0	5%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2023-2024 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

Evaluation Data Sources: Campus survey data

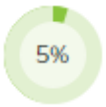
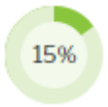
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 5 and 6 Continue programs with student to community outreach **Actions:** * continue to grow Environmental Clean Up Program * continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus * Expand relationships with SBDM owners, Extra curricular groups outside of the school that extends a helping hand in clean up around the campus and on the campus **Staff Responsible for Monitoring:** Administration Teachers SBDM Team **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 199 - General Funds - $0, Family Engagement - 211 - Title I - $1,538	5%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

Evaluation Data Sources: Annual review of student participation, Spring 2020

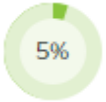
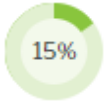
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 3,5, and 6 Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas. **Actions:** * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being. * Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services **Staff Responsible for Monitoring:** Administration Academic Coach NRMS Police Department Counselors Teachers **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6 **Actions:** * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. **Staff Responsible for Monitoring:** Administration Teachers SRO Counselors **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 199 - General Funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 6 Conduct safety audit **Actions:** * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns **Staff Responsible for Monitoring:** Administration Counselors SRO Security Custodial Staff **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 199 - General Funds - $0	10%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CSF 6 Collect data from students, staff and parents to identify strategies to improve campus safety. **Actions:** * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement. **Staff Responsible for Monitoring:** Administration Counselors SRO Security Guard Head Custodian **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 199 - General Funds - $0	5%	10%		

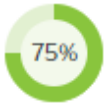
 No Progress  Accomplished  Continue/Modify  Discontinue

O.H. Stowe Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will be at or above grade level in reading and writing.
a) All students will be at or above grade level in reading and writing by the end of second grade.
b) All Students at or above grade level will make at least one year's growth in reading and writing.

Evaluation Data Sources: F&P reading levels; Star Renaissance Reading; mCLASS; rubric growth in writing; STAAR performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level **Actions:** a) ensure campus literacy plan is aligned to district plan b) provide literacy training for staff in support of the district plan c) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth d) utilize Reading Academy Coach for new to Kindergarten through 3rd grade teachers as well as any other teacher working through the Reading Academies to support learning in the science of teaching reading e) all teachers will be trained to deliver literacy strategies across all content areas f) target tutorials before and after school for specific groups of students who need additional support g) reteach and expect the use of non-fiction reading strategies such as signpost and vocabulary strategies h) utilize instructional resources, digital and physical, to provide intervention and individualize instructional plans to students. i) provide clear guidance and expectation on the role of social studies in developing literacy skills and create a master schedule that intentionally sets the required instructional minutes aside for social studies implementation **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the campus literacy plan through established priorities for system-wide literacy practices **Actions:** a) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in the core content classrooms through push-in or pull-out support c) continue to build a campus leveled literacy library to provide additional resources to teachers and take home readers for students d) use data folders to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals e) implement common writing expectations in all content areas **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	30%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide resources to assist Tier 2 and Tier 3 students to accelerate their growth beyond one year in reading and writing **Actions:** a) provide reading interventionists to provide appropriate Tier 2 and Tier 3 support to students b) utilize ESSER funds for teacher to provide accelerated instruction to students in small groups (ratios not exceeding 5:1) before or after school **Staff Responsible for Monitoring:** Campus Principal; RtI Team; Interventionists **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $61,428, Campus Personnel - 211 - Title I - $40,499	30%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All students will be at or above grade level in mathematics.
a) By the end of second grade, all students will be at or above grade level in math.
b) Students that are at or above grade level will continue to make at least one year's growth in mathematics.

Evaluation Data Sources: mCLASS; Star Renaissance; STAAR Interims; STAAR performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement campus growth plan focused on Tier I priorities in mathematics instruction **Actions:** a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math workshop model b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in their core classes either through push-in or pull-out support. d) establish a guided math library to provide additional resources to target specific goals e) begin mapping TEKS and create pre/post tests for all math units to measure student growth and identify skills to target during intervention and accelerated instruction f) use data folders to guide data and goal setting conversations with students in which students will measure growth in math and set goals g) implement common writing expectations in all content areas (RATE) **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $66,989, Campus Personnel - 211 - Title I - $25,396				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments

Evaluation Data Sources: STAAR data; CBA assessments; STAAR interims; TEA Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments **Actions:** a) align special education instructional practices to Tier I priorities in math and ELAR b) increase opportunities for collaboration between general education and special education teachers c) train all teachers on effective strategies to use with students receiving special education services d) continue to have special populations representation on the Stowe LOL team e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop instruction in addition to a pullout program **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach; Special Education Team Lead **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $2,187				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis **Actions:** a) create RtI/MTSS team to use district protocol for monitoring student progress (BOY, MOY, EOY, and progress monitoring in fall and spring) b) provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all settings c) schedule and conduct PLC meetings with interventions and special education teachers to discuss student growth in various pull-out programs **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** ESSER Tutors - ESSER - $33,100				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement system-wide instructional practices appropriate for emergent bilingual students **Actions:** a) provide quality training for all instructional staff to engage and support Emergent Bilinguals b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-5 teachers with new dual language program, plan and observe lessons for newcomers, and observe students. c) administrators will meet with DL/ESL coach as needed and schedule walk-throughs to collect data on ESL and EB support for students in classrooms d) monitor language proficiency and academic performance data to identify where additional support is needed e) ensure that all parent notifications, school signage, and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom **Actions:** a) collect evidence from classroom walk-throughs and observations to highlight successful use of continuous improvement in improving outcomes b) provide training, coaching, and support for teachers on the continuous improvement process c) review campus PDSA through the year in PLCs and in LOL meetings d) each teacher will create a championship goal for the year and identify a strategic goal for each unit to focus classroom PDSA on with each class **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Enlist community and business partners to assist in providing support to students and families **Actions:** a) collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes b) identify and communicate the needs of the student population and their families with community partners c) design and implement a Family and Parent Engagement Policy d) host a Title 1 Meeting e) coordinate services with Partners in Education **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Students will display dispositions indicative of high levels of social-emotional development.

Evaluation Data Sources: campus survey of students; counselor and discipline referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture **Actions:** (a) design student tasks that provide students with experiences to develop socially and and emotionally (b) design activities that will integrate CKH values throughout the campus (c) Collect data through surveys that will be used to monitor implementation and determine impact of CKH (d) identify and train Process Champions to further implementation; utilize a CKH Strategist to consult on implementing the processes to maximize impact on students (e) design parent engagement night to teach parents about CKH and how to use the processes at home (f) continue to have 100% of staff trained in Capturing Kids' Hearts **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5, 2.6, 4.2 **Problem Statements:** Student Learning 1, 2	30%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a comprehensive school counseling program **Actions:** (a) conduct classroom guidance lessons and implement Character Strong SEL curriculum (b) design activities that will integrate SEL values throughout the campus (c) align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies (d) implement a Digital Citizenship and Safety program (e) work with staff and community to create and sustain a school culture that aligns with our SEL goals (f) provide a Crisis Counselor to intervene with emotional needs of students and provide support to staff on intervention and identify when behaviors escalate as a result of trauma experiences **Staff Responsible for Monitoring:** Campus Administration; Campus Counselor; Crisis Counselor **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - $16,799	30%	100%	100%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Reduce the number of students assigned to Tier 2 and Tier 3 Behavior RtI/MTSS

Evaluation Data Sources: referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavior RtI plan **Actions:** a) provide training on the district behavior RtI plan b) provide a full-time Crisis Intervention Counselor at Stowe to respond to student and family need c) identify needed support systems d) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students e) all classrooms have a calm down corner space supported by campus counseling team f) provide professional development on behavior interventions **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Contract Service - 211 - Title I - $36,000	30%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule campus personnel in a way to maximize their time with students **Actions:** a) use a Title I EA to support science lab instruction to ensure all students access the science lab at least one time weekly b) provide partial funding for bilingual reading interventionist c) instructional support will push into or pull-out from the classroom based on individual student need d) tutoring provided by certified teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Campus Personnel - 211 - Title I - $60,000	30%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas **Actions:** a) provide interactive whiteboards/smart TVs for each classroom **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $25,000	25%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year through improved student retention and days in attendance

Evaluation Data Sources: attendance, truancy, absentee numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program to incentivize student attendance **Actions:** a) create a program to incentives attendance weekly, monthly, quarterly, and annually b) utilize the Truancy Tribunal as attendance interventions to improve student attendance **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Maintain positive staff morale and shared ownership of student success

Evaluation Data Sources: staff survey; staff attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and implement a plan to maintain positive staff morale throughout the year **Actions:** a) weekly staff participation activities that require little planning for teachers b) quarterly plan to create community across the campus c) utilize a Faculty Advisory Committee to provide opportunities for staff-input on decisions that impact their schedules and classrooms d) conductBOY, MOY, and EOY staff surveys to check the morale pulse and determine interventions if needed e) recognize staff attendance **Staff Responsible for Monitoring:** Campus Administration; Sunshine Committee **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	35%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school

Evaluation Data Sources: safety survey data

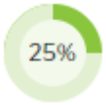
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging **Actions:** a) review perception data from students, staff and parents to identify strategies to improve campus safety b) identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) hold Campus Safety PLC Meetings to review safety data & procedures d) provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus f) increase opportunities for students to engage in campus leadership opportunities g) train all staff in using Navigate 360 for drills and emergency situations **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	30%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%

Evaluation Data Sources: Workers' Comp Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district-wide program that promotes and accident-free work environment **Actions:** a) require staff to complete SafeSchools training b) conduct mandatory safety training sessions per the district plan at staff meetings c) perform campus/building safety walk throughs as required by district plan d) review Worker's Comp. data from previous years **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Purchasing

Goal 1: Increase awareness of Purchasing policies and procedures.

Performance Objective 1: Conduct monthly trainings for campus and department secretaries.

Strategy 1 Details	Reviews			
Strategy 1: POD trainings for staff twice yearly **Staff Responsible for Monitoring:** Director of Purchasing	Formative			Summative
	Nov	Jan	Mar	June
	40%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Annual secretary meeting **Staff Responsible for Monitoring:** Director of Purchasing	Formative			Summative
	Nov	Jan	Mar	June
	40%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Monthly training/workshops **Staff Responsible for Monitoring:** Director of Purchasing	Formative			Summative
	Nov	Jan	Mar	June
	40%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase efficient and effective processes for furniture requests

Performance Objective 1: Create a ticket process for used and new furniture request

Strategy 1 Details	Reviews			
Strategy 1: Utilize Fresh Service tickets for furniture requests. **Staff Responsible for Monitoring:** Director or Purchasing and Assistant Director	Formative			Summative
	Nov	Jan	Mar	June
	10%	10%		

Strategy 2 Details	Reviews			
Strategy 2: Create a catalog of basic district standard classroom furniture **Staff Responsible for Monitoring:** Director of Purchasing and Assistant Director	Formative			Summative
	Nov	Jan	Mar	June
	N/A	10%		

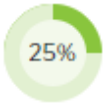
Strategy 3 Details	Reviews			
Strategy 3: Train staff on how to utilize the new Fresh Service ticket system **Staff Responsible for Monitoring:** Director of Purchasing and Assistant Director	Formative			Summative
	Nov	Jan	Mar	June
	N/A	10%		

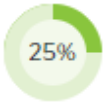
Strategy 4 Details	Reviews			
Strategy 4: Provide written instructions and procedures for furniture requests **Staff Responsible for Monitoring:** Director of Purchasing and Assistant Director	Formative			Summative
	Nov	Jan	Mar	June
	N/A	10%		

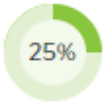
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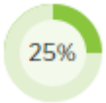
Goal 3: Implement and monitor Micro-purchase commodity code process for Child Nutrition funds under the new TDA Guidance

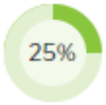
Performance Objective 1: Implement micro-purchase through self-certification for the Child Nutrition Department

Strategy 1 Details	Reviews			
Strategy 1: Identify process required by TDA/USDA for micro-purchase self-certification	Formative			Summative
Staff Responsible for Monitoring: Director of Purchasing and Federal Procurement Coordinator	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Revise written guidelines iand procedures related to the new process	Formative			Summative
Staff Responsible for Monitoring: Director of Purchasing and Federal Procurement Coordinator	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Revise commodity code process and lists related to the update	Formative			Summative
Staff Responsible for Monitoring: Director of Purchasing and Federal Procurement Coordinator	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Monitor commodity code usage and process for correct implementation	Formative			Summative
Staff Responsible for Monitoring: Director of Purchasing and Federal Procurement Coordinator	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Revise commodity code process, if needed **Staff Responsible for Monitoring:** Director of Purchasing and Federal Procurement Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Reduce the amount of surplus and excess furniture in the multiple warehouse locations

Performance Objective 1: Establish a quantity and type of surplus furniture to keep in the warehouse for replacement requests.

Strategy 1 Details	Reviews			
Strategy 1: Identify a list of required furniture to maintain a classroom **Staff Responsible for Monitoring:** Director of Purchasing, Assistant Director of Purchasing, and Warehouse Supervisor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Decide a quantity of each furniture type that needs to be stored **Staff Responsible for Monitoring:** Director of Purchasing, Assistant Director of Purchasing, Warehouse Supervisor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Reach out to campuses with a list of the excess surplus items **Staff Responsible for Monitoring:** Director of Purchasing, Assistant Director of Purchasing, Warehouse Supervisor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Auction any unwanted surplus furniture to make space **Staff Responsible for Monitoring:** Director of Purchasing, Assistant Director of Purchasing, Warehouse Supervisor	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Richland High School

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Use PG-SLO (Student Learning Objectives) tasks to implement district Tier 1 priorities with a strong focus on collecting student data to use for improved performance. b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day. c) Use the PLCs (Professional Learning Communities)to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign. d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee **Funding Sources:** Academic Dean - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction. **Actions:** a. At the first of the year discuss prior year and see what systems need to be created or revamped with the goal of setting campus wide expectations regarding classroom instructions. b. Create focused department chair/admin walkthroughs to ensure fidelity. c. Create teacher walk-through system where teachers observe each other once a quarter. This will be organized by departments. d. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation. e. Create monthly focus on tier one initiatives starting in September. f. Create common classroom expectations/procedures. g. Create system where non-tested subjects have at least one planning period once a quarter to use for instructional planning/practices with their team. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align processes that encourage and facilitate personalized learning for students. **Actions:** A. Utilize Canvas and Aware to its fullest capacity. B. Use of IEP (Individualized Education Plan), 504, and Emergent Bilingual accommodations to individualize instruction. C. RtI (Response to Intervention)Tier 3 additional services are provided through reading classes and Edgenuity. E. Monitor, support and provide feedback to support campus implementation of personalized learning. F. Student data collection in classrooms (online or paper) G. Monitor Accelerated Instruction (AI)Tutorials and progress H. Create digital data folders for students for each core class. I. Track student data through the use of teacher data binders with the goal of having two years of data by the end of 23-24. (Started in 22-23) **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - $79,338				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify GT (Gifted and Talented) students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders. b) Offer SAT/ACT Preparation course through Royal Time. c) Make hard push for UIL Academic contest. d) Develop an AP (Advanced Placement) course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion. e.) Identify current 8th graders to recruit for AP track during registration in January. **Staff Responsible for Monitoring:** Tracey Besgrove Amy DeWeese Katie Kern Counselors both High School and Middle Ramonda Fields				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase overall AP (Advanced Placement) Test scores with the goal of increase the number of students who make a 3 or higher on each test by 4%. **Actions:** A. Train staff of the use and implementation of AP classroom. With the goal of have all students and teachers enrolled by September 29. B. Focus on data from prior years by sharing with all teachers yearly breakdown. C. Create system to celebrate students who scored a 3 or higher on AP scores. D. Administer Mock exams by April 1 with the goal of using that data to drive instruction. **Staff Responsible for Monitoring:** Academic Dean Academic Coach Besgrove AP Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

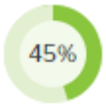
Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

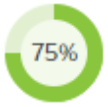
Evaluation Data Sources: STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a. Align special education instructional practices to the literacy plan and Tier I priorities. b. Increase opportunities for collaboration between general education and special education teachers. c. Create weekly monitoring system for all Special Education students. d.) Assign SpEd caseworkers for each student receiving academic support through SpEd. e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science. f. Increase the number of students in special education taking CTE offerings that include industry based certifications. **Staff Responsible for Monitoring:** Tracey Besgrove Denise Jones Counselors Dee Pollack	30%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis. **Actions:** a. Use of Aware Monitoring lists for all Special Education students and their case managers. b. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record. **Staff Responsible for Monitoring:** Tracey Besgrove Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers	70%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status. **Actions:** a. Improve communication between new-comer program teacher and EA with sheltered teachers. b. Use of IXL for sheltered students in Math and ELAR. c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources. d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC. e. Provide quality training for all instructional staff to engage and support English learners f. Monitor language proficiency and academic performance data to identify where additional support is needed. g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines. h. Clarify appropriate writing samples to be collected in all subjects i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS **Staff Responsible for Monitoring:** Tracey Besgrove ESL Teacher Gen ed teachers of EL students **Problem Statements:** Demographics 1 **Funding Sources:** ESL Personnel - 199 - General Funds: SCE				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency **Actions:** a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity. b) Identify gaps in the implementation of the campus academic RtI plan. c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners. d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis. e. Build master schedule so that retesters have more support by targeted instructors. **Staff Responsible for Monitoring:** Tracey Besgrove Dr. Frankie Norris Amy DeWeese Katie Kern **Funding Sources:** Intervention Staff - 199 - General Funds: SCE				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. **Actions:** a.Train all staff on how to access, collect, and disaggregate relevant data. b.Send teams to visit campuses in our 40 comparison group that are having success in areas that we need improvement on. With the goal of discovering ways we can improve our systems to ensure more student success. c. All STAAR tested students track their own data through the use of student data folders by the start of the first semester. d. Collect evidence and artifacts from classroom walk-throughs regarding successful use data with the goal of moving to a full PDSA model by the end of the year. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Instructional Coach Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Engage parents and community in the educational process. **Actions:** a. Continue to use campus wide communication system through weekly newsletter. b.Continue campus wide communication system for teacher developed progress reports in each subject area. c.) Send weekly letter to all parents who are currently failing with tips and resources to help them be successful. d) Increase social media presence by 10% with goal of at least 20 postings each week that highlight activities, both academic and extracurricular, going on at RHS e) Host community pep rally and first day of school and recognize student organizations with an emphasis on recognizing those groups who have not been recognized in the past-fine arts leaders, tennis, XC, **Staff Responsible for Monitoring:** Katie Kern Principal Assistant Principals Shelley Marshall				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.

Evaluation Data Sources: Character Strong Lessons and Character Dares
Character Strong Surveys
Gallup Student Poll

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills **Actions:** a. Implement Character Strong during Royal Time b. Continue Hope Squad with curriculum focusing on peer intervention c. Character Strong Lessons and Curriculum throughout the school during Royal Time d. Set up campus wide system for building relationships on Fridays (Family Friday) and while greeting students. **Staff Responsible for Monitoring:** Principal Macie Ridgway Shelley Marshall All Teachers Assistant Principals	70%	85%		

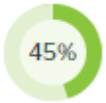
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Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the district behavioral RtI plan **Actions:** a) Behavioral RtI committee including stakeholders from parents, teachers, administrators. b) Provide training on the district behavior RtI plan. c) Create and implement system to clearly communicate campus/classroom procedures to students during the first two weeks of school. d) Push assistant principals into classrooms for due process meetings instead of school wide assemblies. e)Provide a menu of options of Restorative Discipline systems for campus implementation. f) Utilize Restorative Discipline systems at Richland High School. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff **Funding Sources:** Crisis Intervention Counselors - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the behavioral RtI plan with fidelity. **Actions:** a) Offer a variety of options that reduces the amount of time the student is not in class. b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated. c) Train campus leaders to implement the behavior RtI plan. d) Evaluate the implementation of the behavior RtI plan. e) Monitor the assignment of students to DAEP and their subsequent behavioral progress. f) Continued implementation of Behavioral RtI. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff				

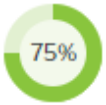
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Our goal is 96%.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Promote attendance through competition and rewards. This includes prizes, prom tickets, etc. b) Coordination with a student support specialists to work with students on an individual basis to determine root cause. c) Use and monitor RAWWEE weekly starting on week 2 to identify those students who are heading down the road to truancy. c.) Continue Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions , including attendance, here at RHS. e.) Communicate with parents and students to importance of attendance through weekly newsletters/videos. f) Send hard copy letters home by mail in addition to emails and text for students who are truant. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerks Graduation Coach Truancy Officer **Funding Sources:** Attendance Officer - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and deploy continuous improvement processes in classroom instruction. **Actions:** a) Continue to monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle. b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs. c) Set up data meetings for all benchmark/CBA/interims assessments with teachers to discuss progress and ways to use data to drive instruction. **Staff Responsible for Monitoring:** Assistant Principals PLC's Department Chairs Academic Dean				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes on campus.

Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being. **Actions:** a) Create campus wide expectations for both students and staff at the start of the school year that includes a campus wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Continue campus wide student incentive program to recognize those students who are exhibiting traits we desire at RHS. **Staff Responsible for Monitoring:** Principal Asst Principals Department Chairs **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Survey of campus stakeholders - Safety
Survey of campus stakeholders - Character Strong

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) All administrators display high visibility practices in hallways and classrooms. b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways c) Use of Navigate 360 for all safety drills d) Conduct safety drills each month and document e) School Safety Committee will meet each month d) Variety of student clubs and organizations to be inclusive of all students. **Staff Responsible for Monitoring:** Principal Assistant Principal Counseling Staff All Faculty All Staff	70%	80%		

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty. b) Require staff to review district plan and related department plans through the Safe Schools platform c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan f) Perform campus/building safety walk throughs as required by district plan g) Teachers encouraged to be spectators rather them participants in physical competitions with students h) Use of district provided stools and ladders for safety compliance **Staff Responsible for Monitoring:** Principal Assistant Principals Department Chairs	50%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: College Readiness Data and Health Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information regarding college readiness. **Actions:** a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI). b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness. c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Zoom d) Set up meetings with feeder middle schools to discuss importance of AP programs with those parents of incoming 9th graders before Spring Break. **Staff Responsible for Monitoring:** Counselors Academic Dean	60%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress. b) Provide SEL support for all learners c) Implement Life Lines Suicide prevention curriculum d) Implement HOPE SQUAD on campus. **Staff Responsible for Monitoring:** Principal Crisis Counselor Nurses	70%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

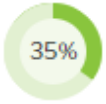
Richland Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Richland Middle School Students will be measured for growth using the Screener for Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth. **Actions:** 1.) Interventionists will meet with teachers about their Tier 2 and 3 students to conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis following progress monitoring tests in Renaissance. 2.) Admin/Academic/MTSS interventionists will monitor PDSA data and meet with teachers as needed to support PDSA cycles. 3.) Instructional Coach and MTSS Specialist will provide PLC (Professional Learning Community) training to all core departments by the end of September about effect PDSA use in the classroom to increase student performance levels. 4.) Instructional Coach and MTSS Specialist will do environmental walks to model the use of best practices involving PDSA. **Staff Responsible for Monitoring:** Reading/ELAR teachers Instructional Coach ELAR secondary content coordinator District PAR Administration **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coach - 255 - Title II - $73,506, Instructional Resources - 211 - Title I - $16,355, Interventionists and Coaches - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth. **Actions:** 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy. This goal will be measured by weekly and monthly walkthroughs performed by Administration, Instructional Coach, and MTSS Specialist. 2.) Academic Coach will provide intentional structured training during PLC's throughout the year for educators to assist with implementation of reading strategies in all core content areas. 3.) RLA (Reading Language Arts) Department Chair will provide instruction to all staff during September Instructional Focus Faculty Meeting on high impact reading strategies. **Staff Responsible for Monitoring:** All Core teachers Instructional Coach MTSS Specialist Administration RLA secondary content coordinator **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students. **Actions:** 1.) RMS (Richland Middle School) will begin with a push in model for in class support of EB students. The RMS EB specialist will provide SIOP (Sheltered Instruction Observation Protocols) strategies. This process will be monitored by the assessment of TELPAS in the spring of 2024. 2.) Future topics will be based on the needs of students as revealed through data, PLCs and campus walks. **Staff Responsible for Monitoring:** EB District Representative EB Teachers Academic Coach Administrator over EB **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** ESL Teachers - 199 - General Funds: SCE	50%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR .

HB3 Goal

Evaluation Data Sources: Richland Middle School will experience gains in STAAR 2024 scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2024 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software. **Actions:** Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction. **Staff Responsible for Monitoring:** Administrators Instructional Coach MTSS Specialist Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Resources - 211 - Title I - $20,000, Professional Development - 211 - Title I - $10,188	30%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives. **Actions:** 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth. 2.) Remediation plans will be created by the teacher and student to shore up gaps via HB1416. 3.) Administration will have individual data discussions with core teachers by 10/27/2023. 4.) Instructional Coach/MTSS Specialist will provide continuous support for all core subjects through the school year during PLC's. This is a fully funded district initiative. **Staff Responsible for Monitoring:** Core content teachers Administration Secondary Core content coordinators Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - $341,489				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use BOY, MOY and EOY Screeners, and Progress Monitor Screeners, CBA's, State Interim tests in the spring of 2024 and prior year STAAR scores in all core classes to create remediation watch lists. **Actions:** 1.) Remediation watch lists will be updated each nine weeks by the core teachers. 2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document. 3.) Admin and academic coach will monitor watch list document and support teachers as necessary. **Staff Responsible for Monitoring:** Core content teachers Administration Instructional coach MTSS Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test. This is an ongoing district provided initiative. **Actions:** 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. 2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. 3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. 4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. 5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Social Studies PLC Administration Instructional Coach MTSS Specialist **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Science department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Science student's familiarity with the STAAR 2.0 test. This is an ongoing district initiative. **Actions:** 1.) Instructional Coach/MTSS Specialist/Administration will observe interactions and provide feedback to teachers regarding these interaction. 2.) Science team will reflect and report back to PLC on the effectiveness of these interactions. 3). Academic Coach will provide TEKS based support through the 2024 school year during PLC's. **Staff Responsible for Monitoring:** Science PLC Administration Instructional Coach MTSS Specialist **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB1416 this is an ongoing concern that will be measured in the 2024 school year. **Actions:** 1.) Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds. 2.) We will hire an outside tutor via HB1416 Esser fund to work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number. **Staff Responsible for Monitoring:** All Teacher Tutors One outside Tutor for Math One outside Tutor for Reading Administration Instructional Coach MTSS Specialist **Problem Statements:** Demographics 1 **Funding Sources:** Tutors - 211 - Title I - $37,000, ESSER Tutors - ESSER - $25,150				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: RMS will enlist community and business partners to assist in providing educational support to students and families. This is an ongoing effort that will be measured in the 2024 school year. **Actions:** 1.) Utilize the Social Community Committee to schedule and host school-wide events in order to increase parent involvement 2.) Identify and communicate the needs of the student population and their families with community partners 3.) Design and Implement a Family and Parent Engagement Policy 4.) Host a Title 1 Meeting on 08/10/2023 and 08/24/2023. 5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios. **Staff Responsible for Monitoring:** Campus Administration Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members AABLE and ACCESS Teachers and Students Local Businesses **Title I:** 4.2 **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** AABLE and ACCESS Life Trips - 199 - State Special Ed. - $2,500, Supplies for Teachers and Students - 404 - Grant - $50,000, Latino Family Literacy Project - 263 - Title III - $5,000, Title I Family Engagement - 211 - Title I - $6,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use Title I funds to supplement addition staff support with a MTSS Specialist. **Actions:** We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 MTSS Specialist **Staff Responsible for Monitoring:** Principal Principal's Secretary BISD Personnel. **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 2 **Funding Sources:** Teachers salaries - 211 - Title I - $38,241, Instructional Resources - 211 - Title I - $24,536	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. This is an ongoing concern that will be measured in the 2024 school year.

Evaluation Data Sources: The House leaders will notify administration anytime that teachers are not participating in the RMS House Point System. Those individuals will have private conversations to encourage them to participate in this activity. This will be evaluated on a bi-weekly basis by administration and the Leadership Committee. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. **Actions:** 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS) 2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting. 3.) House Committee will post points weekly for students to see and support communities as necessary. **Staff Responsible for Monitoring:** Teachers Administration Academic Coach Counselors **Problem Statements:** Demographics 1 **Funding Sources:** Campus Culture Activities - 211 - Title I - $5,000, Crisis Intervention Counselors - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. **Actions:** 1.) RMS CCMR Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2024 school year. 2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2024 school year. 3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years. **Staff Responsible for Monitoring:** Teachers Administration RMS Way Committee **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Character Strong Curriculum implementation to help develop Leadership Characteristics and training to assist with Social Emotional Learning to our students. **Actions:** 1.) Utilize the thirty-six Character Strong lessons to ensure that Richland Middle School has a combined effort to reach all students on campus with soft and hard skills. 2.) Contract the Jennifer Kleiber to provide Responsive teaching training during the 2024 school year. 3.) Social Emotional Lessons provided by Character Strong that will be utilized throughout the year to reach our students as another touchpoint. 4.) The committee will also periodically meet to critique how well these lessons are going and monitor/adjust information as needed. **Staff Responsible for Monitoring:** Leadership Committee Administration All Faculty and Staff at RMS **Problem Statements:** Demographics 1 **Funding Sources:** Character Matters Program - 211 - Title I - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. This is an ongoing concern that will be measured in the 2024 school year.

Evaluation Data Sources: Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 93% to 95 %.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades. **Actions:** 1.) Attendance clerk will provide ADA by nine weeks. 2.) Develop a student committee to find what motivates today's student to attend school. 3.) Students with perfect attendance will receive an a pizza party during respective lunches. 4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS. 5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2024 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks. **Staff Responsible for Monitoring:** Administration Attendance clerk Student Perfect Attendance Committee **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** BISD Student Services - 199 - General Funds - 199-11-6498-48-043-99-043 - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. RMS will utilize the RAA Wee system of attendance tracking to progress monitor throughout the 2024 school year. **Actions:** 1.) Attendance clerk will provide absence data to teachers and administration at key intervals. 2.) Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc. 3.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves. 4.) Administration will provide tracking data to review students of concern. **Staff Responsible for Monitoring:** Administration Teachers Attendance clerk **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2024 school year.

Evaluation Data Sources: Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs. Three strategic walk-throughs will be conducted to measure this objective. The first walk will be in early fall, a second in late winter, and final walk in early spring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction. **Actions:** 1.) 1st PD portion of the CI (Continuous Improvement) cycle will be done the first week of each nine weeks with Instructional coach and administration. 2.) Evidence on PDSA will be collected by admin and Instructional Coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers . Core teacher evidence/PDSA training will occur during August PLC by Instructional Coach and MTSS Specialist. 3.) Individual teacher support will be delivered by coaches and admin as needed. **Staff Responsible for Monitoring:** Instructional Coach MTSS Specialist Administration Department chairs Teachers **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 2				

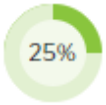
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use behavioral MTSS data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 5% from the previous 2023 year of students who were out of placement (In School Suspension/Out of School Suspension) **Actions:** 1.) Data will be collected by asst. principals each of the five MTSS sessions throughout the school year. 2.) Administrators will review the discipline data on a weekly basis and utilize progressive discipline to help remediate inappropriate students behavior which in turn will provide a better experience in the classroom. 3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators. **Staff Responsible for Monitoring:** Administration Academic coach Counselors **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: RMS will capitalize on the District initiative of the Portrait of a Graduate by building an Innovation lab that is available for all classes. RMS will utilize this lab in conjunction as being a school of leadership to inspire the next generation of innovators to solve the global challenges of today and tomorrow.

Evaluation Data Sources: RMS will monitor the effectiveness of the lab through lesson plans, scheduling of the lab, and student engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with all departments to design and develop a lab that can be utilized by the entire RMS body. **Actions:** Work with the district technology team to collect ideas that support student opportunities. Collaborate to develop concepts of how the Innovation lab can effectively be used to stimulate learning in all areas. Build teacher capacity of Innovation lab opportunities that are TEKS aligned. Develop family engagement opportunities for stakeholders to observe and participate in students modeling collaboration, critical thinking, creativity, and innovation. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Chairs, Librarian **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: RMS will highlight/spotlight students to promote healthy well-being and achievements.

Evaluation Data Sources: RMS will monitor quarterly discipline rates to ensure there is a reduction quarter over quarter. RMS will also utilize end of year student surveys to review the effectiveness and efficiency of this objective.
RMS will utilize the frequency of the Ram Store to promote positive well-being by tracking the use of the student Ram Bucks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: On a monthly basis, teachers will each nominate two students of the month, one male and one female. **Actions:** 1.)RMS will develop a Ram Store that inspires the character qualities of the BISD Portrait of A Graduate. 2.) Students will receive a reward from the RMS Ram Store. 3.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	30%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: RMS will create and distribute Ram Bucks for students displaying characteristics of leadership. **Actions:** 1.) Teachers will recognize students on a frequent basis by providing Ram Bucks to students who display being an empowered learner, responsible citizen, global competitor, and innovative entrepreneur. 2.) Students will be able to spend their Ram Bucks in the Ram Store. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	30%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2024 school year.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Use a district and campus survey in May 2024 to gauge the success of this goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Character Strong and Responsive Teaching to increase the general feelings of well being among the stakeholders on campus. **Actions:** 1.) Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the Leadership Committee, and implemented during Ram time. 2.) Staff will utilize Responsive Teaching training to encourage the sense of well being among all stakeholders on campus. 3.) RMS will highlight eight different teachers each month to bolster family atmosphere and sense of well being. 4.) RMS Faculty Advisory Committee will design opportunities for students to take leadership initiatives to improve the wellbeing of all stakeholders. **Staff Responsible for Monitoring:** Administration CCMR Committee Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional development - 211 - Title I - $24,006	30%	65%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2024 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

Evaluation Data Sources: Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed. **Actions:** 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus. 2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs. 3.) Administration will adhere to District guidelines ensuring the safety of all. 4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system. **Staff Responsible for Monitoring:** Administration Head custodian **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2024 school year.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Sign in sheets for all meetings that are appropriate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus **Actions:** 1.) Administration team will create the plan and distribute the plan to all stakeholders. 2.) RMS has a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. 3.) RMS will provide opportunities for stakeholders to be involved in Community Engagement events throughout the 2024 school year. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 **Problem Statements:** School Processes & Programs 1 - Perceptions 1	45%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Shannon High School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading/writing between the beginning and end of the year.

Evaluation Data Sources: Teachers' reading/writing rubrics, SIRIUS pre/post testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon students **Actions:** a) Focused, data-driven intervention class b) Teachers implement reading, writing, thinking and discussion strategies in all content areas c) Implement the district literacy plan **Staff Responsible for Monitoring:** Principal, Dean **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $421,000	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The reading interventionist supports the English teachers in order to improve English I and English II EOCs. **Actions:** Reviews Lexia and Power Up tests **Staff Responsible for Monitoring:** Reading interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - 199 - General Funds: SCE	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Minimize achievement gaps that exist for all under-performing groups by 3%in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

Evaluation Data Sources: STAAR EOC scores, TEA Interim scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis **Actions:** a) PLCs conduct data digs on multiple data sets b) Teachers use data to design instructional pathways c) Progress monitor frequently and provide feedback to students d) Students will have conversations about their data by creating digital or hard copy data folders **Staff Responsible for Monitoring:** Principal, Dean, Academic Counselor, Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will score 10% higher on the SE development questions with at least an "agree" rating on the EOY student climate survey as compared to the BOY data.

Evaluation Data Sources: Campus student survey BOY - EOY.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills **Actions:** a) Teachers received training regarding a new curriculum for social-emotional b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training d) Teachers and Opportunity Now presenters will provide SEL lessons during mentoring **Staff Responsible for Monitoring:** Principal, Dean, SAC, Mentor Teachers **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Student Assistance Counselor - 199 - General Funds: SCE - $90,000, Crisis Intervention Counselor - 199 - General Funds: SCE	25%	55%		



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Assess the effectiveness of the use of the behavior RtI interventions by reducing by 3% the number of students assigned to tier 2 and 3.

Evaluation Data Sources: Focus Discipline Reports, MTSS data in Focus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.4.1 Implement the district's Behavioral RtI/MTSS plan with fidelity **Actions:** a) Implement the strategies, specific to the program b) Conduct quarterly evaluations of each program's implementation c) Invite the district coordinator to collaboration meetings **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze the data from each survey **Actions:** Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 & 3 behaviors in our building. **Staff Responsible for Monitoring:** Principal, Faculty & Staff, students **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 5: To address the special learning needs of our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3; teachers will create data-driven and targeted instruction as indicated on the PLC Continuum Rubric with 100% of the PLCs and teachers scoring as proficient by the end of the year on their PLC Continuum rubric.

Evaluation Data Sources: STAAR/EOC performance, classroom formative and summative data, PLC Continuum BOY/EOY surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction. **Actions:** Identify specific TEKs deficiencies and learning gaps necessary to design instruction. (Lowest SE's) **Staff Responsible for Monitoring:** Teachers, Dean, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $303,317	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 6: At the conclusion of the school year, identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545/HB1416

Evaluation Data Sources: AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Shannon teachers will serve as HB 4545 tutors for all our AI students. **Actions:** Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes. **Staff Responsible for Monitoring:** HB 1416 tutors (SHS core teachers), Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** ESSER Tutors - ESSER - $2,050, Dean - 199 - General Funds: SCE	30%	50%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 7: By the conclusion of the school year, Shannon High School will meet or exceed the English Language Proficiency Status target measure set by the state for the TELPAS progress rate of 38% through the use of SIOP strategies in all core content classes.

Evaluation Data Sources: TELPAS data, classroom walks

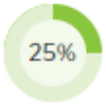
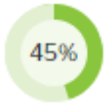
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners **Actions:** Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will use SIOP strategies to help make content comprehensible. **Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) by 3% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Daily attendance and graduation rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance. **Actions:** a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance b) Collect and review campus plans against district-designed criteria c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis d) Reward students with perfect attendance e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Attendance Officer - 199 - General Funds: SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Through the staff survey administered each quarter, 90% of the teachers will rate questions tied to improving the operations of the campus at a 4 or higher on the EOY as compared to the BOY.

Evaluation Data Sources: Meeting minutes, session notes and feedback, Use formal and informal staff meetings, (ie., PLC, SLT, PBIS, etc.)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2.2.1 Develop and deploy continuous improvement processes **Actions:** a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design **Staff Responsible for Monitoring:** Principal and Dean **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts. **Actions:** Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Skyward, and OnDataSuite software. **Staff Responsible for Monitoring:** Principal, Professional Counselor, PEIMS clerk, attendance clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Demographics 1	25%	55%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: On the quarterly staff and student campus-developed survey, a plan will be developed to address concerns if 100% do not report feeling safe at school.

Evaluation Data Sources: District Survey, staff: Campus survey (Campus Climate Survey)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety. **Actions:** a) Increase the visibility of school counselors, SRO, and administrators b) Conduct monthly principal's advisory council meetings c) Addition of a new school security officer **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Staff use of Navigate 360 for emergency drills and the weekly door audit check will result in 100% proficiency for each drill and weekly audit.

Evaluation Data Sources: Navigate 360, door audit,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff and students will wear ID's at all times when they are in the building. **Actions:** Exterior and classroom doors are closed and locked. Security officer is providing additional security for our building this year (2022-2023). **Staff Responsible for Monitoring:** Principal, staff, students **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Smithfield Elementary

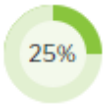
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and math literacy between the beginning and end of year.
a) In addition, all students in grades PK-3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

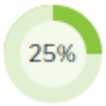
HB3 Goal

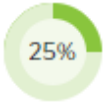
Evaluation Data Sources: PK: Circle (reading and math)
K-5: Fountas & Pinnell reading levels
K: mClass (reading and math)
1-2: mClass (reading)
3-5: STAR Reading
1-5: STAR Math
3-5 TEA Interims (reading, math)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. **Actions:** a. Utilize leadership team to train and lead implementation of district plan and strategies. b. Provide coaching support for teacher on literacy plan. c. Use exemplar teachers to model lessons to help other teachers visual practice in action. **Staff Responsible for Monitoring:** Administrators Leadership Team Academic Coach **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 **Funding Sources:** Academic Coach - 199 - General Funds: SCE	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement. **Actions:** a. Schedule and implement instructional rounds session based on best practices and responsive teaching. b. Provide monthly PD on best practices and strategies to help support teachers. c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation. d. Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to refine and implement a campus-wide plan for Gifted/Talented students to provide opportunities for rigorous learning beyond Tier I coursework. **Actions:** a. Refresh teachers on Rigor and Relevance framework. b. Collaborate with teachers to provide activities during intervention instruction and push-in K-2 to provide enrichment lessons when possible. c. Utilize resources from Scholastic to increase rigor in small groups in support of all students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan. **Actions:** a. Maintain a PK teacher who is certified and has early childhood qualified. b. Provide PD that is relevant to early childhood both through campus and district resources. c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines. d. Implement new curriculum in the pre-kindergarten classrooms. **Staff Responsible for Monitoring:** Administrators PK teachers **Problem Statements:** Demographics 2 **Funding Sources:** Prekindergarten Teacher - 199 - General Funds: SCE				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5. **Actions:** A. Continue to support and train staff assessments (BAS, mclass, and STAR). B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices. C. Use Aware to monitor progress of students in grades PK-5. D. Provide prekindergarten - 5th teachers and campus staff on the new STAAR redesign for the purposes of aligning instruction. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $103,715				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under performing student groups as measured by state and district assessments.
a. Meet all progress monitoring targets for grades PK-3rd in reading and math for all student groups measured by state and district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and local assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency and efficiency. **Actions:** A. Implement campus ESSER plan and the use of the funds provided. B. Continue to follow the plan to collect, analyze and progress monitor student data that will address closing the achievement gaps. **Staff Responsible for Monitoring:** Administrator LOL **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER - $8,525				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth. **Actions:** A. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. B. Track student performance to determine progress towards success on STAAR assessments. C. Provide professional development for teachers for the purpose of developing personalized plans through Success-Ed. D. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Administrators Academic Coach Digital Learning Specialist **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students. **Actions:** a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use GAPS EA to support students who need either intervention or accelerated support. **Staff Responsible for Monitoring:** Administration Interventionists Academic Coach **Problem Statements:** Demographics 2 **Funding Sources:** Tutoring - 211 - Title I - $16,949, Interventionists - 199 - General Funds: SCE	25%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of continuous improvement processes **Actions:** a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. c. Provide new teacher training throughout the year to ensure that the processes are being used and understood. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 2	25%	65%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners. **Actions:** a. Develop professional learning sessions targeting the competencies necessary to serve the needs of ELs. **Staff Responsible for Monitoring:** Administration Academic Coach **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2	25%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

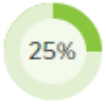
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district curriculum for social-emotional learning (SEL). **Actions:** a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I. c. Plan and implement events that increase parent and family involvement. d. Utilize the CKH Premium resources for SEL support in classrooms. e. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor Administration **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2 **Funding Sources:** Title I Family Engagement - 211 - Title I - $700, Professional Development - 211 - Title I - $1,000 , Crisis Counselor - 199 - General Funds: SCE	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

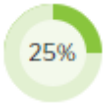
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the implementation of the behavioral RTI plan. **Actions:** a. Monitor behavior RTI in classrooms b. Continue to use the behavior RTI team to establish processes for implementation. c. Utilize the Behavior EA to help increase proactive tools for students to learn and use to regulate emotions and reduce behaviors. **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Problem Statements:** Perceptions 1 **Funding Sources:** Behavior EA - 211 - Title I - $28,565				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

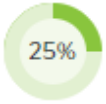
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance using incentive attendance funds c. Keep parents informed of attendance issues **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 1 **Funding Sources:** Attendance Incentives - 199 - General Funds - $250				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to monitor continuous improvement processes at a campus level. **Actions:** a. Meet with campus problem solving committee and use CI tools to work through campus issues. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school community where students and staff report a sense of belonging, security and well-being. **Actions:** a. Use safety team to discuss safety issues. b. Collaborate with safety officials and community members to ensure security. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors. e. Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Perceptions 1	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Smithfield Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the implementation of Tier 1 priorities within each content area. **Actions:** A. Math instruction will be designed using the Workshop Model for collaborative, engaging learning experiences. B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards. D. Social Studies will collaborate with Reading/Language Arts to find opportunities to blend content, so Reading/ Language Arts can support social studies curriculum with reading and writing. E. Science will design activities for student discussion of content using higher level questions and open-ended writing activities to support STAAR 2.0 questions. F. Students will independently track core subject, interim and common based assessment data in order to identify areas of growth and seek support. **Staff Responsible for Monitoring:** Department Chairs Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER - $8,070, Instructional Coach - 255 - Title II - $86,695	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Content teacher and In-Class-Support teacher plan together to address emergent bilingual and special education students' needs based on various data sources and set-up systems of support throughout the campus for addressing under-performing students' needs. **Actions:** A. Use STAAR assessment data and district screeners to identify and monitor special education students and emergent bilingual (EB) students. B. Collaborate with emergent bilingual (EB) specialists for targeted support for EB students who need additional language support. Also, provide Sheltered Instruction Observation Protocol (SIOP) training to core content teachers. C. Co-teachers will monitor special education students' assessment data to communicate needs to parents. Co-teachers/teachers will use this data to plan tutorials. D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject. E. Assign caseworker for all special education students to monitor grades and progress in all subjects with priority being reading and math. **Staff Responsible for Monitoring:** Caseworkers Campus Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Personnel - 199 - General Funds: SCE - $180,997	25%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

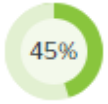
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School. **Actions:** A. Use multiple systems to recognize students who consistently display positive behaviors on a daily basis- including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks, GOOD!, Be Kind, and Good News Call of the Day. B. "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues. C. Offer monthly parent information sessions covering parenting of teens and common teen behavior and development. D. Maintain district Character Counts program through 5th period advisory time once a week. E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.) F. Create a principal advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students. G. Create student groups using discipline data and teacher recommendations to provide connections to diverse students and student needs. **Staff Responsible for Monitoring:** Counseling Department, Department Chairs, Campus Administration **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Create a culture of respect and expectations for students to be successful.

Evaluation Data Sources: Behavioral RtI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a school-wide classroom management system (CHAMPS) to provide targeted structure and expectations across the campus for positive behavior intervention and supports for students. **Actions:** A. Teachers implement their CHAMPS (classroom management system) classroom expectations with fidelity, so students will know what to expect. B. Administration will create CHAMPS for spaces throughout the building and reinforce expectations throughout the year. C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions. D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address. E. Teachers and administrators will implement restorative practices with students in order to provide the students an opportunity to learn and restore relationships with adults and other students. **Staff Responsible for Monitoring:** Campus Administration, Staff **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system. **Actions:** A. Run attendance reports every week to identify students who start displaying poor attendance. B. Use reward systems at weekly and monthly intervals to encourage positive attendance. Provide incentives to students who struggle with attendance. C. Post winners of attendance incentives to social media and during lunches and announcements, so students will see the benefits of their attendance. D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Attendance Officer **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Attendance Office - 199 - General Funds: SCE	25%	60%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice. **Actions:** A. Provide student and teacher data on a weekly/4 week/9 week timeline. Teachers will analyze their data during data meetings with administration to look for ways to improve instruction and processes. B. All common assessments will be teacher written based on instruction using the backward design method of lesson planning. C. Teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher on common assessments. Identify areas of growth and make adjustments to instruction based on data. D. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and Plan, Do, Study, Act (PDSA), 5 PLC questions). E. Revisit planning period operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds. F. Conduct bi-weekly Department Head meetings. F. Communicate weekly failure letter to parents, missing work call-out, weekly progress reports from core subjects, staff daily dashboard, weekly/monthly staff calendar/newsletter, and parent newsletter using constant contact. **Staff Responsible for Monitoring:** Campus wide **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 255 - Title II				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain 90% or higher on the school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

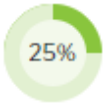
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture **Actions:** A. Support CORE values through various student incentive programs across grade levels. Examples-TRUST cards, Staying Inside the Circle form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes. B. Present Character Strong lessons on a weekly basis through 5th period advisory time. D. Create a teacher CORE Values committee to identify students who demonstrate CORE values. E. Educate students on Annonymous Alerts, Crime Stoppers, and incident reporting to support students who are in need. F. Educate students on safety topics related to exterior doors remaining shut and locked. **Staff Responsible for Monitoring:** Crisis Counselor and Lead Counselor, Administration. **Problem Statements:** School Processes & Programs 1 - Perceptions 1	30%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a culture of safety among the staff for awareness. **Actions:** A. Conduct monthly safety and health training in accordance with BISD Employee Safety Plan. B. Educate staff of emergency procedures and routines in exiting the building during drills. C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future. E. Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns. **Staff Responsible for Monitoring:** Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Snow Heights Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in Reading and Mathematics literacy between the beginning and end of year.
a) In addition, all students in grades PreKindergarten - 3rd will meet the progress monitoring targets for each demographic group as measured by district approved screeners (Beginning/Middle/End of Year) in order
to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the Spring 2024 STAAR assessments. This will also increase Domain 1 Student Achievement that counts the number of students at various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage-CIRCLE (PreKindergarten Reading and Math)
Fountas & Pinnell Reading Levels
mClass (Kindergarten, Reading and Math)
mClass (Grades 1-2, Reading)
Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 3-5 Reading)
Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** a) Continue focusing on literacy by planning accordingly in each content area through vertical (Reading/ Writing, Math, & Science) alignment teams b) Maintain and continue implementation plan of Workshop model and small group instruction in Reading, Writing, and Math to support all students c) Monitor implementation of the district literacy plan as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Focus phonics instruction in Kindergarten through 3rd grade using 95 Phonics curriculum e) Utilize campus academic coach to complete coaching cycles based on implementing best practices and developing teachers f) Provide necessary resources needed to support the district's literacy plan-Phonics, Empowering Writers, Powers of Pattern, and Guided Reading materials (Fountas & Pinnell) g) Regularly utilize the campus' Leveled Library and Fountas & Pinnell Interactive Read Alouds/Shared Reading resources for instruction in all subject areas h) Model literacy through a staff book club that meets monthly i) Participate in World Read Aloud Day to promote literacy with staff, students, and community members j) Host a Curriculum Night that includes strategies to promote literacy education with parents/family members k) Continue publishing the student written newspaper, "The Polar Gazette" l) Utilize new learning obtained through Reading Academies (Science of Reading) m) Support writing instruction in all subject areas (district RATE strategy, grade appropriate grammar rules, complete sentences, spelling, etc.) n) Utilize district content coordinators to support teachers in Tier 1 instruction o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs) **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL members, Academic Coach, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Understand and implement data informed responsive teaching **Actions:** a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation & Support System (T-TESS) b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. & Math, and Interims) to inform instruction c) Collect, analyze and use data for progress monitoring d) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) e) Provide training through Content Coordinators on 2.0 Tier 1 priorities to all staff f) Continue to build capacity through the Professional Learning Committee (PLC) process **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Problem Statements:** School Processes & Programs 3	45%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide rigorous learning opportunities for our GT/advanced students **Actions:** a) Promote higher level thinking by creating rigorous questions b) Continue utilizing Math Menus b) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards c) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, academic coach, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards d) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update **Staff Responsible for Monitoring:** Principal, Assistant Principal, GATE Teacher, Academic Coach **Problem Statements:** Student Learning 3	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Support new teachers in the continued implementation of the reading academies and coaching model established by TEA and district based on the HB3 requirements. **Actions:** a) New to K-3 teachers attend Reading Academy training b) Reading Academy attendees meet regularly to discuss/debrief new learning and how it will be implemented into the classroom c) Create a PDSA to guide implementation d) Utilize Reading Academy Coach as a support to campus implementation e) Provide time for past Reading Academy attendees to meet with current attendees to offer support/guidance **Staff Responsible for Monitoring:** Principal, Reading Academy Coach **Problem Statements:** Student Learning 3	30%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct online nine weeks assessments for 2nd-5th grade in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach and Multi-Tiered Systems of Support (MTSS) staff g) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - School Processes & Programs 2 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $37,572				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) In addition, meet all progress monitoring targets for grades PreKindergarten-3rd in Reading and Mathematics for identified student groups as measured by a district approved monitoring instrument

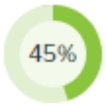
HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students **Actions:** a) Design a master schedule that includes protected time for Response to Intervention (RtI) groups in Grades 3-5 b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students c) Provide part time Math interventionist to serve Tier 2 students in order to decrease learning gaps and increase student performance d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science) g) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, Admission, Review, & Dismissal (ARDs), parent/teacher conferences, etc. h) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or RtI i) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Academic Coach **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 2 **Funding Sources:** Intervention Personnel - 211 - Title I - $39,702, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - $11,770				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth **Actions:** a) Utilize campus MTSS staff to collaborate with teachers through the PLC process and evaluate student growth on a regular basis b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year c) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware d) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings e) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists f) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc. g) Provide training to classroom teachers on appropriate interventions and approved accommodations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Math and Reading Interventionists **Problem Statements:** Demographics 3 **Funding Sources:** - 199 - General Funds: SCE	40%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals **Actions:** a) Ensure all teachers are certified to teach English Learners b) Utilize the district's English Learners Teacher Toolkit as well as Elevation c) Share English Learner district training opportunities with teachers d) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 3 - School Processes & Programs 3	35%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts(CKH) & Character Strong, lessons to align with the whole child tenets b) Conduct bi-monthly guidance lessons to support classroom SEB instruction c) Provide ongoing training and support for all staff to build their capacity to implement MTSS d) Conduct regular Behavior and Academic RtI collaborative meetings e) Set and monitor student goals in regards to behavior and academics f) Provide supplemental resources to support SEB g) Communicate CKH strategies to parents/guardians through grade level and campus newsletters h) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 2 **Funding Sources:** Intervention Personnel and Crisis Counselor - 199 - General Funds: SCE				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Utilize campus Continuous Improvement checklist each nine weeks to ensure implementation of Continuous Improvement practices b) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms c) Grade levels implement personal data folders for each student in Reading, Writing, and Math d) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Demographics 3 - School Processes & Programs 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Enlist community and business partners to assist in providing support to students and families **Actions:** a) Design and implement a school wide plan to increase parent involvement b) Provide a Curriculum Information Night to inform parents on best practices c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter f) Implement Mentor Program to serve students using volunteers from Cross Church or other community members g) Utilize essential parent volunteers/Parent Teacher Association (PTA) members to assist teachers inside and outside of the classroom h) Host a "Good News Club" for students on a weekly basis throughout the school year **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,208	55%	65%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the thirteen At Risk indicators **Actions:** a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate **Staff Responsible for Monitoring:** Principal, Assistant Principal (PEIMS Coordinator), and Counselor **Problem Statements:** School Processes & Programs 3	20%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

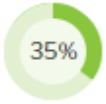
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Deploy the district curriculum for social-emotional learning (SEL) **Actions:** a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Kindness Club for students in Grades K-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc. h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc. i) Recognize students each nine weeks that demonstrate the district's character traits **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	55%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the behavioral RtI plan with fidelity. **Actions:** a) Monitor district expectations of Behavior RtI as stated in the MTSS handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings) c) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus d) Utilize campus wide discipline plan e) Provide specific training in the area of Trust Based Relational Intervention (TBRI) to teachers/staff in order to better understand the students dealing with trauma as well as strategies that will aid in them being successful f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) document progress and set goals in Success Ed and/or Focus program **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance. **Actions:** a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring attendance through a PDSA cycle by individual classrooms each nine weeks and share data with staff and students (if applicable) c) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall d) Monitor weekly campus attendance by utilizing district attendance report e) Grade levels implement incentive measures to increase attendance f) Recognize Perfect Attendance (student and staff) at Celebration Assemblies g) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 1 - School Processes & Programs 4	40%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Deploy a school wide system of Continuous Improvement. **Actions:** a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences b) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing) c) Implement student generated data folders to track progress related to individual goals d) Utilize the PDSA cycle with individual students in order to set and meet goals **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL Members **Problem Statements:** Demographics 3 - Student Learning 1, 2 - School Processes & Programs 2, 3	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Schedule a minimum of four unannounced safety drills during each semester of the school year e) Faculty Advisory committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) f) Conduct safety audits to identify security issues on campus g) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety h) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns i) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.) j) Continue to utilize Threat Assessment system for students to report safety concerns **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1, 3	55%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment **Actions:** a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures h) Review and report claim information to staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Head Custodian **Problem Statements:** School Processes & Programs 3	40%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and maintain a campus wide coordinated health program. **Actions:** a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Physical Education teacher **Problem Statements:** School Processes & Programs 3	30%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. **Actions:** a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy). **Problem Statements:** Perceptions 1, 2, 3	45%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Student Services

Goal 1: Increase staff, student and parent percentages about the use of Navigate 360 on our BISD survey.

Performance Objective 1: Use the RESPOND feature of Navigate 360 Emergency management for each event.

Evaluation Data Sources: Navigate 360 data dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor After Action Reports from each campus **Actions:** All campuses will review each SRP drill and provide data in the form of an after action report. **Staff Responsible for Monitoring:** Safety and Security Specialist **Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase staff, student and parent percentages about the use of Navigate 360 on our BISD survey.

Performance Objective 2: Monitor the THREAT ASSESSMENT feature of Navigate 360 Behavioral Threat Assessment.

Evaluation Data Sources: Navigate 360 dashboard

Goal 1: Increase staff, student and parent percentages about the use of Navigate 360 on our BISD survey.

Performance Objective 3: Invite individual campuses to the district Navigate 360 Behavioral Threat Assessment meeting to discuss their campus cases.

Evaluation Data Sources: Meeting Agendas

Goal 2: Increase staff, student and parent percentages about the use of Anonymous Alerts/Crime Stoppers on our BISD survey.

Performance Objective 1: Campuses will close all Anonymous Alerts reports within 1 week after receiving.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with campus administration to close all cases within a week. **Actions:** Monitoring of the Anonymous Alerts Dashboard. **Staff Responsible for Monitoring:** Student Services Team and Crisis Counselor.	85%	90%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase staff, student and parent percentages about the use of Anonymous Alerts/Crime Stoppers on our BISD survey.

Performance Objective 2: Update Twitter and Youtube video with references to Anonymous Alerts.

Goal 3: Ensure campuses are secure and monitored.

Performance Objective 1: Make sure we have 100% compliance with the Region 11 external door audits.

Goal 3: Ensure campuses are secure and monitored.

Performance Objective 2: Make sure BISD security are using the Guardpath app.

Goal 3: Ensure campuses are secure and monitored.

Performance Objective 3: Ensure 100% of campuses have their drills entered in Navigate 360 before the start of school.

Evaluation Data Sources: Navigate 360 review

Goal 4: Increase district student attendance by 1%.

Performance Objective 1: Implement Truancy Tribunal through Peyton & Nix Associates.

Transportation

Goal 1: To Improve Maintenace Operations

Performance Objective 1: To improve fleet repair productivity by expediting the repair process

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Arrange tasks based on their significance and safety considerations.				

  No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: To Improve Maintenace Operations

Performance Objective 2: For the last three quarters, our fleet targets have consistently fallen below the expectations we've set. Unfortunately, this performance gap has resulted in us missing important deadlines for crucial tasks, including recalls, inspections, preventive maintenance (PM), and tire replacements. It's imperative that we align with our schedules to ensure compliance with state regulations and adhere to safety guidelines

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Fleet Supervisor will meet with his supervisor every week to discuss progress, challenges, and strategies to improve performance. These meetings will provide an opportunity to address any questions or concerns **Staff Responsible for Monitoring:** Patrica Fuller	15%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: To Improve Maintenace Operations

Performance Objective 3: Plan accordingly. Schedule annual inspections before their expiration dates.

Goal 2: Manage and Increase for Common Parts (there continues to be a delay in obtaining parts)

Performance Objective 1: Conduct physical inventory audits twice per year to verify that the actual stock matches what's recorded in Fleet Soft. This will help identify discrepancies and correct them.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Streamline Procurement and Elevate Inventory Availability for Common Parts to Alleviate Delays in Obtaining Parts **Actions:** * Monitor repair trends and vendor performance, and seek new vendors with appropriate approvals. Retrieve PTIs daily by 9:00 AM. * Decrease the average repair turnaround time from 2-4 weeks to 72 hours within the next six months (This will depend on availability of parts) **Staff Responsible for Monitoring:** Edward Reyes, Patricia Fuller	40%	40%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Manage and Increase for Common Parts (there continues to be a delay in obtaining parts)

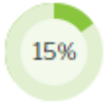
Performance Objective 2: Follow through on obtaining proper equipment in order to maintain inventory effectively

Goal 2: Manage and Increase for Common Parts (there continues to be a delay in obtaining parts)

Performance Objective 3: Developing an Efficient Inventory Management Process for Mechanics to Monitor Warehouse Check-ins and Check-outs

Goal 3: Revitalizing the Routing Department: Enhancing Processes, Efficiency, and Team Collaboration

Performance Objective 1: The start of this school year has presented significant challenges, primarily due to the transition of two departments to new software programs. Additionally, the transportation department has undergone changes with the introduction of a new supervisor and router.

Strategy 1 Details	Reviews			
Strategy 1: Enhance our responsiveness to phone inquiries by ensuring a turnaround time of within 24 hours, with a priority on same-day responses whenever possible	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Establish clear communication channels dedicated to transportation updates and inquiries. This can include the transportation department website, email, Blackboard, Parent Portal, or a phone hotline	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

  No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Assess the competencies and limitations of the existing trainers while considering the potential addition of a new trainer(s) to the team. Have these evaluations already been conducted? If not, what measures should be taken to facilitate the enhancement of these trainers' skill sets?

Performance Objective 1: The objective should further involve defining and implementing measures to support the improvement of trainers' skills and competencies

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Trainers are honing their presentation skills, ensuring a deep understanding of their subject matter, and grasping the underlying rationale behind our actions/decisions.	Nov	Jan	Mar	June
	60%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Read Bud to Boss - helps new or front-line leaders overcome self-doubt and frustration and quickly develop skills and confidence to become the leaders they want to be.	Nov	Jan	Mar	June
	40%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

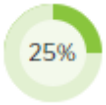
W.A. Porter Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of the year.
A. Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters"

HB3 Goal

Evaluation Data Sources: A. Elementary: Fountas & Pinnell reading levels
B. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K)
C. Renaissance Math(1-5)
D. MCLASS reading K-2
E. Renaissance Reading (3-5)
F. TEA Interims for Reading and Math (3-5)
G. Teacher created common assessments
H. I-Ready resources
I. Student Data Folders
J. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
K. STAAR 2023-2024 results
L. District CBA(Curriculum Based Assessments) tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level. **Actions:** A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL(Leaders of Learners) team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take focused campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities. F. Utilize Reading Academy strategies in the classroom to follow the Science of teaching reading. G. Use coaching cycles to assist teachers in targeted goals. **Staff Responsible for Monitoring:** Administration LOL team Teachers Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3 **Funding Sources:** - 199 - General Funds - $2,000, Academic Coach - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement. **Actions:** A. Data from progress monitoring. Renaissance Reading and Math, CBA tests, Interims and F&P(Fountas and Pinell)and MCLASS progress monitoring to help guide instruction B. Use instructional coach to help monitor and train teachers on how to effectively administer the BAS test to ensure as much accuracy as we can. C. Using continuous improvement walk through forms to help guide instruction D. Students will use data folders to help take ownership of instruction. E. Common assessments will be used at the appropriate rigor and relevance F. Utilize math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance G. Involve our math interventionist in helping analyze data and provide assistance in helping provide resources, groups based on data, breaking down data on a deeper level. H. Utilize general ed academic coach in weekly team planning meetings to assist with rigor in planning. **Staff Responsible for Monitoring:** Teachers Administrators Reading and Math Interventionists Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 3 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement the campus literacy plan through established priorities for system-wide literacy practices. **Actions:** A. Host and participate in instructional focus walks with other campuses. B. Lead literacy-focused discussions in PLC(Professional Learning Communities) meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walk-throughs focusing on Continuous Improvement and Tier 1 priorities. E. Teachers will work with students at their reading levels in small groups using the Workshop Model F. Campus admin and academic coach will work in vertical teams to tighten practices used in Pre-K through 5th grade. **Staff Responsible for Monitoring:** Administration, Academic coaches and teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide support to specialized programs **Actions:** A. Special education teachers will receive support from the special education academic coach and administrators. B. Special education teachers will be a part of all RTI(Response to Intervention) meetings as well as data meetings. C. Resources that regular education students receive will be purchased for special education students. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth. F. Deaf Ed and PASS programs will team plan with gen ed teachers to be consistent when students mainstream into the classroom. G. Pre-K through 1st grade teachers identifying students early who need speech assistance to make sure gaps are filled quickly. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** SMART TV, Literacy materials - 199 - General Funds - $2,000, Campus Personnel - 199 - General Funds: SCE - $48,484				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the Reading Academies and coaching model established by TEA based on the HB3 requirements. **Actions:** A. All new teachers in K-3 will finish the Reading Academy per HB3 requirements B. Work closely with district trainers to make sure academy content is implemented with fidelity. C. Review progress through PLC meetings collecting data to evaluate student progress. D. Implement Reading Academy strategies to line with best practices E. Academic coach will use the coaching cycle to help work with teachers to ensure that teachers have the best practices in place. F. Utilize the new word study curriculum in grades K-3 that aligns with the Science of Teaching Reading. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Academic Coach and District Trainer. **Problem Statements:** School Processes & Programs 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas per HB 1416 **Actions:** A. Students will be tutored during classroom intervention times and before and after school B. Reading and Math interventionists will be used as case managers to help follow the progress of our accelerated instruction C. Teachers will use district provided curriculum and work to pre-load instruction to keep students from falling behind in the given subject areas. D. Campus will utilize ESSER funds to pay for tutorials for before and after school E. Meet with our digital specialist and academic coach once a month to utilize best practices in the classroom and support teachers with technology tools. F. Monitor growth during RTI and PLC meetings with solution focused action plans based on data. **Problem Statements:** Student Learning 2, 3 **Funding Sources:** ESSER Tutors - ESSER - $8,763, Intervention Personnel - 199 - General Funds: SCE	30%	75%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Create campus wide system to raise our growth in math scores to help Domain 3 Closing the Gaps per the TEA campus report card which would give us an overall campus rating of an A. **Actions:** A. Have data driven PLC meetings where action plans are put into place for growth. B. Coaching cycles will be implemented and centered around rigor and relevance in math. C. Focus on rigor in small groups on students who are showing limited growth. D. Use Coach and Math Interventionist to assist in reviewing data and focus on standards in PLC and RTI meetings that are not being comprehended by students. E. Focus on Tier 1 priorities and monitored through new campus walk through feedback form. F. Increase the rigor by using I-ready which has access to a large item bank with questions that match the rigor on STAAR. G. Our academic coach will be in weekly planning meetings focusing on how to incorporate the rigor into the lessons. H. Monthly meetings with LOL team to make sure our focus is based on our overall mission and vision. **Staff Responsible for Monitoring:** Administrators and Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 4	50%	75%		

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Reduce the number of students assigned to behavior RTI tiers 2 and 3.

Evaluation Data Sources: Behavior RTI Data Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement our campus positive behavioral RTI and support program. **Actions:** A. Provide district expectations of Behavior RTI as outlined in the RTI handbook. B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity. C. Weekly purposeful team building games in PE to follow the ideals in our CKH program. D. Use Character Strong curriculum once a week to support our SEL(Social Emotional Learning). E. Capturing Kids Hearts used for daily positive behavior support. F. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	50%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills. **Actions:** A. Implement district program Character Strong with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. C. Use the morning announcements as a time to reflect on monthly challenges shared with the school and parents to partner with CKH strategies. D. Providing mentors by partnering with local churches. E. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 1, 2	70%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement district wide program Character Strong **Actions:** A. Teachers will complete Character Strong lessons each Friday. B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Character Strong. D. Assistant Principal and counselor will oversee the progress of the program. **Staff Responsible for Monitoring:** Assistant Principal Counselor Teachers **Problem Statements:** School Processes & Programs 1, 2	50%	95%		

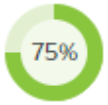
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement plans for third and fourth grade students who did not score approaches on the 2023 STAAR test. **Actions:** A. Implement accelerated instruction according to HB1416 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using reading and math interventionists as case managers. D. Establish classroom intervention groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. F. Use math interventionist as well academic coach to evaluate data and form focus lessons **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches Reading and Math interventionists teachers **Problem Statements:** Student Learning 3 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have a data night for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom. F. Provide teacher and academic coach led PDSA trainings as well as celebrating teachers who are doing great things with Continuous Improvement so they can share out. G. Celebrate students on morning announcements and award assemblies that are making performance gains. **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches **Problem Statements:** Student Learning 2 - School Processes & Programs 3	30%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use intervention strategies designed to meet the needs of English Language Learners to increase growth measured on TELPAS. **Actions:** A. Ensure all staff members are ELL certified and trained on strategies to support English learners. B. Use campus instructional coach to assist in providing tools and strategies needed to support EL students C. Track student progress to have discussions during RTI and data meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Campus Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Pulse

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance. **Actions:** A. Track attendance by school wide and classroom attendance boards. B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis. C. Recognizing classes with improved attendance D. Implement Truancy Prevention Measures with fidelity. E. Ongoing communication with parents discussing attendance issues. and finding the root causes. F. Work closely with attendance officers to address severe attendance problems. G. Increase communication regarding early dismissals with parents explaining significance of minutes missed in school. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Funds - $800	50%	75%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff that feel safe at school.

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment **Actions:** A. Conduct trainings and distribute materials provided by the district in campus safety. B. Conduct safety drills in compliance with district expectations. C. Collect and review perception data from students, staff and parents. D. Ensure all Safe School trainings have been viewed to help promote awareness of safety protocols. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partner with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement new school wide behavior expectations in the cafe and hallways. I. Implement de-escalation strategies learned during PD(professional development) from the Sped department. **Staff Responsible for Monitoring:** Administration, counselor and staff **Problem Statements:** School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training provided by the district addressing employee safety. **Actions:** A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Safe Schools trainings will be completed by all staff by the district deadline. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

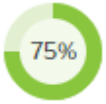
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the campus plan and all required required compliance plans. **Actions:** A Meet 3 times a year to review campus plan and evaluate progress. B. Create teacher leadership to help maintain consistency in school and district compliance. **Staff Responsible for Monitoring:** Admin LOL Team **Problem Statements:** School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

Evaluation Data Sources: Navigate 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures. **Actions:** A. Contact Officer Brown and Hurst PD when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Navigate 360 will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers on safety team **Problem Statements:** School Processes & Programs 6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Walker Creek Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy by the end of year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align all instructional practices with BISD Tier 1 priorities. **Actions:** 1) Review district resources for instruction in math, reading and science in district curriculum documents. 2) Teachers will consistently engage students in the main components of the reading and math workshop model while incorporating STAAR re-design strategies 3) Monitor frequent use of science lab and tier 1 science resources 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 6) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Student Learning 1 **Funding Sources:** Academic Coach - 199 - General Funds: SCE	5%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure daily intervention is focused around students on Tiers 2 and 3 with use of appropriate resources by staff working with students. **Actions:** 1) Monitor progress monitoring data of the universal screener 2)Teachers will be trained on Star Renaissance system and resources for math intervention 3) Monitor progress monitoring data of the universal screener data 4) Teachers will be trained on resources to use with Tier 2 and 3 students. (mclass, Star Renaissance, BAS, etc) 5) Teachers will be trained on resources to use with Tier 2 and 3 students in MTSS handbook. 6)Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Starfall Software - 199 - General Funds - $355, Math GPS resource - 199 - General Funds - $5,000 , ESSER Tutors - ESSER - $12,296, Writable resource - 199 - General Funds - $3,000	40%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teaching staff in implementing data informed and responsive teaching **Actions:** 1) Progress monitor data for special population and At Risk including Emergent Bilinguals, Economically disadvantaged, and Gifted students. 2) Monitor student progress by student goal setting through data folders, classroom Plan Do Study Act cycles and Multi Tiered Systems of Support analysis. 3) Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas 4) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE	20%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience. **Actions:** 1) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday. 2) Teachers will partner with another classroom once every nine weeks to build community and belonging within the school environment. 3) Walker Creek Staff will be assigned an support staff member to pair up with to check in with throughout the year. 4) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor Administrators Classroom Teachers **Problem Statements:** Perceptions 1 **Funding Sources:** CKH curriculum website access - 199 - General Funds - $3,000, CKH Traction Campus Meeting - 199 - General Funds - $1,000, Crisis Counselor - 199 - General Funds: SCE, CKH Follow up visits - 199 - General Funds - $4,000	15%	35%		

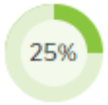
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports. **Actions:** A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things B) Each classroom will create a Positive Behavior Intervention System for positive behaviors. C) Classrooms will have incentives for students to earn based on positive behaviors. **Problem Statements:** Perceptions 1 **Funding Sources:** Classroom Prizes for Store - 199 - General Funds - $1,500	25%	35%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

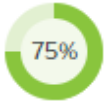
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop incentives campus wide to increase attendance for staff and students. **Actions:** 1) Use district provided funding in order to encourage, increase, and reward attendance. 2) Provide incentives for classes with the highest attendance each six weeks 3) Grade level attendance data will be displayed in the main hallway with a goal of 97% **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk **Problem Statements:** Demographics 1 **Funding Sources:** Attendance rewards - 199 - General Funds - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III **Actions:** 1) Teachers will follow the continuous improvement timeline each nine weeks. 2) All classrooms will create a mission statement that is recited every morning. 3) Refresher training on Plan Do Study Act cycle during fall professional learning 4) Monitor that each classroom has a current Plan Do Study Act cycle in progress. 5) Students will use data folders to track progress in reading and math. **Staff Responsible for Monitoring:** Teachers Administrators LOL Members **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% or more annual increase in results on a school safety survey that is administered annually to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture. **Actions:** 1) Review survey data and identify trends from surveys given in each semester 2) Communicate survey results to all stakeholders 3)Take corrective action from survey results **Staff Responsible for Monitoring:** Administration LOL members Teachers **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Watauga Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group as measured by district approved screeners in order to achieve the HB3 Board Goals in reading and mathematics.
b) Improve performance in Domain 3 Closing the Gaps by making sure more than a year's growth in math which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans with fidelity. b) Guide campus leadership teams to lead the implementation of the District literacy plan. c) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Leaders of Learners **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Utilize data from instructional walks and formative assessments to customize campus professional learning. c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Collect process data to measure the degree of alignment and implementation of district initiatives. e) Support teachers as they teach the required K-3 phonics program. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Leaders of Learners, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	50%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching. **Actions:** a) Train campus staff in analyzing student data and utilizing a Plan Do Study Act cycle after formative assessments. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Community process. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. d) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. e) Administration will meet and review campus data regularly. f) Support teachers in their learning and implementation on 2.0 tier 1 priorities. g) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Campus staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	50%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Support new teachers in the continued implementation of the reading academies and coaching model established by TEA based on the HB3 requirements. **Actions:** a) Implement, monitor and support the district plan for Reading Academies. **Staff Responsible for Monitoring:** Campus Administration, Reading Academy Coach, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. **Actions:** a) Continue to support and train staff with the BAS/SEL STAR Renaissance, and mClass assessment. b) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. c) Monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. d) Oversee the implementation of progress monitoring windows. e) Continue to use Eduphoria- Aware to give assessments and to monitor data. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Campus Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Utilize Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framework. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and math for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district and campus assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD. **Staff Responsible for Monitoring:** Campus Administration, Campus staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** ESSER Tutors - ESSER - $56,228, Title I Tutors - 211 - Title I - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development that assists teachers in developing, administering, and utilizing of student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Campus Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	40%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Hold campus MTSS meetings throughout the year. b) Develop time within master schedule to allow for intervention for each grade level. c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized. d) Continue to implement SEL curriculum and Conscious Discipline. e) Continue to provide professional learning and support for SEL & tiered behavior interventions with campus Conscious Discipline trainings. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Interventionists, Campus Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $92,618, Conscious Discipline Resources and PD - 211 - Title I - $7,500, Crisis Counselor - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - $176,577 , Instructional Resources - 211 - Title I - $14,373	50%	70%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth. **Staff Responsible for Monitoring:** Campus Administration and Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	20%	45%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources. c) Develop a relationship with SERTOMA to increase the support of community involvement and support. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Nurse **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $2,045	65%	70%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the thirteen at-risk indicators. **Actions:** a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerk, Counselor, SPED staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student/staff survey.

Evaluation Data Sources: Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district approved program that teaches social-emotional learning (SEL). **Actions:** a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with guest speakers, book study and video trainings. b) Provide all staff with expectations of CD structures and routines. c)Monitor and provide ongoing training to campus staff. d)Implement and monitor SEL lessons in each classroom. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I, Crisis Counselor - 199 - General Funds: SCE	65%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the SEL component contained in the district ESSER plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data on student and family needs and intervention efficacies. **Staff Responsible for Monitoring:** Campus Administration, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	10%	45%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSSTiers 2 and 3.

Evaluation Data Sources: Behavioral RtI records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral RtI plan. **Actions:** a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation strategies. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	40%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 22-23 Campus Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement a campus-wide plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerk, Counselors, Campus Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who feel safe at school.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe School trainings. f) Implement campus protocol for staff to report safety concerns. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a district-wide coordinated health program. **Actions:** a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes. **Staff Responsible for Monitoring:** Campus Administration, Nurse, Campus Staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Watauga Middle School

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year Lexile and Quantile levels.

HB3 Goal

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-12, reading and mathematics), TEA Interims reading/ELA and mathematics (grades 6-8 and Algebra), common assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level **Actions:** a) Deploy campus leadership teams to lead the implementation of the District literacy plan b) Provide support for campus implementation plans c) Provide literacy training for all staff to build their capacity to implement campus literacy plans to enhance learning for all students **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $18,206, Instructional Coach - 255 - Title II - $82,073				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Infuse literacy-focused discussions into Professional Learning Communities (PLCs), monthly faculty meetings and Professional Development b) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation c) Assist with campus implementation of the district literacy plan to ensure that needed support systems are present d) Collect artifacts to support literacy implementation e) Implement training offered by the district to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign f) Increase teacher capacity in mathematics through participation in a district designed and implemented academy g) Participate in Middle School Math Grant with the Dana Center and ESC 11 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching. **Actions:** a) Continue to conduct training on the personalized learning framework for all instructional staff b) Deepen the understanding and implementation of data driven responsive instruction c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement d) Conduct training on using data from multiple assessments (Star Renaissance, Interims & Common Assessments) to inform instruction e) Implement training/professional learning developed by the district on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth f) Introduce and train teachers on 2.0 tier one priorities through district training and PLCs g) Continue to build capacity of the campus PLC process through support during district guided PLC days h) Continue to build capacity of instructional coach and principal/assistant principals through participation in district training on student-centered coaching i) Collect, analyze and use data for progress monitoring j) Communicate areas of concern in regards to underperforming student groups to ensure teachers target super groups in order to close learning gaps k) Utilize SCE funded employees to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** SCE funded staff - instructional coaches, MTSS, interventionists - 199 - General Funds: SCE				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a comprehensive plan for advanced students, including Gifted and Talented (GT), that provides opportunities for rigorous learning beyond advanced coursework **Actions:** a) Train teachers of advanced academics classes through district approved/provided GT hours b) Expand genre options and rigorous text selections in advanced academics classes c) Provide campus professional learning for extension strategies d) Implement honors+ curriculum for gifted learners **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 255 - Title II				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Analyze data to determine progress in reading and English language development b) Daily utilization of Learning Agenda (Read, Write, Think, Discuss) c) Align research-based practices to support EBs with district tier one priorities **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, ESL Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESL Teacher - 199 - General Funds: SCE				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Align processes that encourage and facilitate personalized learning for students **Actions:** a) Implement the district personalized learning framework aligned to district initiatives b) Conduct training for teachers to implement personalized learning with students c) Monitor and provide feedback to support campus implementation of personalized learning for students d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESSER Tutoring - ESSER - $21,336, Personnel - 211 - Title I - $39,465, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - $10,000, Professional Development - 211 - Title I - $10,600, Campus Personnel - 199 - General Funds: SCE - $239,329				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Social Studies Teachers, District Coordinator **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all underperforming groups and our designated super groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize Edgenuity as appropriate d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Track assessment data for students in super groups and provided targeted tutorials as needed **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $12,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement system-wide practices appropriate for Emergent Bilinguals (EBs). The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Watauga Middle School met the target with a TELPAS progress rate of 41%. In 2020-2021 Watauga Middle School again met the target with a TELPAS progress rate of 47%. In comparing the progress rate from 2019 and 2021, Watauga Middle School demonstrated a 6% point increase in students' English Language Proficiency Status. In 2021-2022, WMS met the target of 36%. In 2022-2023, In 2023-2024, our goal is to increase the target measure by a minimum of __% and achieve at least __%. **Actions:** a) Provide quality training for all instructional staff to engage English language learners b) Monitor performance data to identify where additional support is needed c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs d) Complete learning agenda (Read, Write, Think, Discuss) e) Track assessment data for students in super groups and provided targeted tutorials as needed **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESL Teacher - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, Plan-Do-Study-Act (PDSA) process and digital data folders. **Actions:** a) Expand continuous improvement implementation to include additional elements and tools b) Continue to support and monitor implementation of continuous improvement in the classroom c) Assist department chairs in professional learning and mentoring of continuous improvement strategies d) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families **Actions:** a) Collaborate with Parent Teacher Association (PTA) and Interventionists to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners c) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionists **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $917	35%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the campus Elementary and Secondary School Emergency Relief (ESSER) plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Continue the ESSER plan that was approved by BISD in 2021-2022 b) Implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations) c) Monitor and ensure compliance to the ESSER plan and other campus plans that address closing achievement gaps d) Collect, analyze and progress monitor student data e) Track assessment data for students in super groups and provided targeted tutorials as needed f) Implement accelerated instruction according to HB4545 **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Accelerated Instruction (AI) Tutors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	35%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Reduce the number of students assigned to behavior Response to Intervention (RtI) tiers 2 and 3

Evaluation Data Sources: Focus Data, Public Education Information Management System (PEIMS), Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the behavioral RtI plan with fidelity **Actions:** a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus Positive Behavior Intervention System (PBIS) system of CHAMPs with fidelity c) Utilize Focus to input behavioral RtI student plans d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE	35%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor campus-wide behavioral RtI program **Actions:** A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.

Performance Objective 1: Increase the annual total average daily attendance (ADA) to 96% as compared to the 95.6% for 2018-2019 school year (Due to Covid-19 skewing of 19-20, 20-21 , 21-22 and 22-23 data), through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: ADA per 9 weeks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance **Actions:** a) Utilize the funds to purchase student attendance incentives b) Communicate incentives for improved student and staff attendance to all stakeholders c) Monitor student and staff attendance and review progress on a nine-weeks basis d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Attendance/Truancy Officers - 199 - General Funds: SCE	35%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey 2018-19: 92.1% students; 96.5% teachers
Safety survey 2019-20: 83% students; 97% teachers
Safety survey 2020-21: 87% students; 93% teachers
Safety survey 2021-22: 92% students; 97% teachers
Safety survey 2022-23: 90.24% students; 96% teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use campus staff (i.e Safety and Security Admin, School Resource Officer (SRO), counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other). **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%. In 2018-2019: 3 Workers' Comp claims filed; In 2019-2020: 0 Workers' Comp claims filed; In 2020-2021: 0 Workers' Comp claims filed; In 2021-2022: 4 Workers' Comp claims filed; 2022-2023: 2 Workers' Comp claims filed **Actions:** a) Develop and implement a campus-wide program that promotes an accident-free work environment b) Require staff to review district plan and campus plan through the SafeSchools platform c) Work with District Supervisors to provide mandatory safety training sessions d) Facilitate Safety Committee meetings per district plan e) Review and report claim information to decision makers f) Perform campus/building safety walk-throughs as required by district plan **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Nurse, Head Custodian, Security Guard, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	35%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Student investment in school and academics will display dispositions indicative of high levels of social-emotional development by building meaningful relationships with peers and mentor teachers.

Evaluation Data Sources: As measured by voluntary survey conducted in lunches over mentoring topics; as measured by decrease in bullying instances; as measured by decrease in disciplinary referrals and overall semester grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue daily mentoring program to build relationships in small groups using Social Emotional Learning (SEL), growth mindset, self-management skills and personal accountability. **Actions:** a) Gather feedback from students and staff regarding the five day a week SAME teacher EVERY day Mentoring program b) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program c) Utilize survey data from mentoring groups to improve lessons d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days **Staff Responsible for Monitoring:** Principal, APs, Academic Coach, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE	35%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

West Birdville Elementary

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity in the use of the district literacy plan at the campus level. **Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide personalized training for all staff to build their capacity in the district literacy plan (Academic Coaches) at the campus level in support of all students. Training is determined by communicated staff needs. c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds e) Teachers will engage in mandatory coaching cycles that correlate with their T-Pess professional goal. f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals **Staff Responsible for Monitoring:** Administration LOL team Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to focus on responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on guided instruction and continuous improvement. **Actions:** a) Host and participate in regularly scheduled instructional focus walks. b) Lead reading and math focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation. (Sutton, Arriola, & Escamilla) d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks. e) Collect artifacts to support teaching mastery of reading and math TEKS. f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance. g) Create capacity to implement successfully the required K-3 phonics program. **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	35%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement and build capacity in data informed instruction and responsive teaching. **Actions:** a) Administration and campus instructional coaches deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process. b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement. c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and Interims) d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas e) Collect, analyze, and use of data for progress monitoring in all classrooms. **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	35%	45%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. **Actions:** a) Continue to support and train teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment. b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Train teachers on using provided progress monitoring lessons from each screener program e) Embed implementation strategies for progress monitoring in curriculum overviews and MTSS support **Staff Responsible for Monitoring:** Campus administration, instructional coaches, interventionists, classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Instructional Resources - 211 - Title I - $21,514, - 199 - General Funds: SCE				

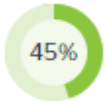
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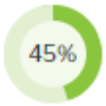
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

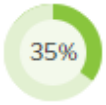
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 5th in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 5th in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency **Actions:** a) Continue with our campus ESSER plan that is approved by district guidelines. b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless c) Continue to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Continue to train and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) e) Implement accelerated instruction according to HB4545 **Staff Responsible for Monitoring:** Administration Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Tutors - ESSER - $47,224				

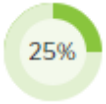
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement system-wide practices appropriate for EBs **Actions:** a) Monitor performance data to identify where additional support is needed. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Administration Academic Coaches Campus staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. **Actions:** a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric **Staff Responsible for Monitoring:** Administration Campus staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need. **Actions:** a) Collaborate with PTA and other community partners to schedule and host school wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Developed parent and family engagement policy and offer flexible number of meetings **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	45%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning **Actions:** a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $5,000, - 199 - General Funds: SCE	35%	60%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Develop and implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd and/or Focus to monitor program responses to students who are identified for 504, special education, or MTSS. d) Strengthen the communication and monitoring of delivery of MTSS services within the classroom setting e) Provide ongoing training for all staff to build their capacity to implement MTSS with district progress monitoring resources f) Continue to provide professional learning and support for SEL & tiered behavior interventions. g) Continue providing supplemental resources for SEL supports **Staff Responsible for Monitoring:** Administration Campus staff Counselors Academic coaches **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** MTSS - 211 - Title I - $197,615, Tutoring - 211 - Title I - $18,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement **Actions:** a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond. b) Develop and distribute a Parent and Family Engagement Policy c) Develop and distribute a Parent-School Compact d) Host required Title I meetings **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement - 211 - Title I - $2,446				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-approved program (Character Strong) that teaches social-emotional skills. **Actions:** a) Continue with successful implementation of Character Strong at the campus level. b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients **Staff Responsible for Monitoring:** Administration Campus Staff LOL Team Counselor **Title I:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS tiers 2 and 3

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral MTSS behavior plan on a campus level **Actions:** a) Provide training on the district behavior MTSS plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts. c) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral student plans. **Staff Responsible for Monitoring:** Administration Campus staff **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase West Birdville's academic rating from a ___ to a ___ in the area of Student Achievement and Closing the Gaps as defined by the TEA Accountability system.

Evaluation Data Sources: Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, CIRCLE and district interims.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR. **Actions:** a) Teachers and MTSS staff will conduct progress monitoring each 3 weeks. b) Continue to emphasize guided reading and math in each classroom c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and academic coaches support d) Continue to create and assess students through CAs each nine weeks in the area of math and reading utilizing the pre/post test model. **Staff Responsible for Monitoring:** Administration MTSS staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1	30%	55%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Decrease the percent of students exhibiting chronic absenteeism, total number of students is equivalent to ___students. (Specific data will be input once the report is available in Focus)

Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each 9 weeks per grade level. b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations. c) Weekly updates for each grade level are provided each Friday during live announcements. d) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration Classroom teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	25%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every classroom and department (Intervention, resource, rotations, office).

Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and implement continuous improvement processes at the campus level. **Actions:** a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in data binders. e) Quarterly celebrations are conducted for each classroom to recognize students in 8 categories for reaching their goals. **Staff Responsible for Monitoring:** Administration Classroom teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ, and retain quality teaching and support staff to attain excellence in student performance. **Actions:** a) Develop a retention plan b) Create and implement a support committee to assist in the retention of quality staff. c) Develop partnerships with colleges and universities as a host school for student teachers. d) Continue to implement a uniform hiring system at the campus level. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	45%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus administered safety surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a.) Take corrective action of findings at the campus by utilizing our campus Logistics Team. b.) Review and continue to implement the district safety protocols. c.) Schedule and monitor safety drills with a completed after action report. d.) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e.) Conduct door audits daily completing the district issued spreadsheet. f.) Conduct safety meetings regularly with the campus safety committee. g.) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. h.) Continue to utilize the Anonymous Alerts and Threat Assessment System for students, staff, and families to report safety concerns and threats. **Staff Responsible for Monitoring:** Administration Safety Committee	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. **Staff Responsible for Monitoring:** Administration	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Report on Violent and Criminal Incidents

Birdville ISD

2022-23 School Year

Report on Violent or Criminal Incidents

School Year 2022-23

Texas statute requires every school district to include in their Annual Performance Report information related to the number, rate, and type of violent and criminal incidents that occur on each campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA). In addition, the district must report a description of school violence prevention and intervention strategies designed to protect students, as well as an evaluation of the effectiveness of their efforts.

The charts below include the Disciplinary Reason Codes considered Unsafe Schools Criteria and a review of incidents.

High School

Reason Code	Description	Haltom HS 001	Richland HS 002	Birdville HS 010	Shannon HS 012
11	Used, exhibited, possessed firearm	1			
12	Used, exhibited possessed illegal knife		1		
13	Used, exhibited, possessed illegal club				
14	Used, exhibited, possessed prohibited weapon				1
16	Arson				
17	Murder, capital murder, criminal attempt to commit murder/capital murder				
18	Indecency with a child				
19	Aggravated kidnapping				
29	Aggravated assault against school district employee/volunteer				
30	Aggravated assault against non-employee/volunteer				
31	Sexual assault/aggravated sexual assault against school district employee/volunteer				
32	Sexual assault/aggravated sexual assault against non-employee/volunteer				
36	Felony controlled substance violation				
37	Felony alcohol violation				
46	Aggravated robbery				
47	Manslaughter				
48	Criminally negligent homicide				
49	Engages in deadly conduct				
57	Continuous Sexual Abuse of Young Child or Children				
	Total Incidents	1	1	-	1
	Student Enrollment (Fall 2022 PEIMS Snapshot)	2786	2016	2086	132
	Incident Rate	0.04%	0.05%	0.00%	0.76%

Middle School

Reason Code	Description	Haltom MS 041	N. Richland MS 042	Richland MS 043	N. Oaks MS 044	Watauga MS 045	Smithfield MS 046	N. Ridge MS 047
11	Used, exhibited, possessed firearm							
12	Used, exhibited possessed illegal knife							
13	Used, exhibited, possessed illegal club							
14	Used, exhibited, possessed prohibited weapon							
16	Arson							
17	Murder, capital murder, criminal attempt to commit murder/capital murder							
18	Indecency with a child							
19	Aggravated kidnapping							
29	Aggravated assault against school district employee/volunteer							
30	Aggravated assault against non-employee/volunteer							
31	Sexual assault/aggravated sexual assault against school district employee/volunteer							
32	Sexual assault/aggravated sexual assault against non-employee/volunteer							
36	Felony controlled substance violation							
37	Felony alcohol violation							
46	Aggravated robbery							
47	Manslaughter							
48	Criminally negligent homicide							
49	Engages in deadly conduct							
57	Continuous Sexual Abuse of Young Child or Children							
	Total Incidents	-	-	-	-	-	-	-
	Student Enrollment (Fall 2022 PEIMS Snapshot)	954	890	675	507	608	821	661
	Incident Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Elementary School (101-111)

Reason Code	Description	Birdville ES 101	D. E. Smith ES 102	W. T. Francisco ES 103	J. C. Binion ES 104	A. Mullendore ES 105	Smithfield ES 107	Snow Heights ES 108	Cheney Hills ES 109	O. H. Stowe ES 110	W. Birdville ES 111
11	Used, exhibited, possessed firearm										
12	Used, exhibited possessed illegal knife										
13	Used, exhibited, possessed illegal club										
14	Used, exhibited, possessed prohibited weapon										
16	Arson										
17	Murder, capital murder, criminal attempt to commit murder/capital murder										
18	Indecency with a child		1							1	
19	Aggravated kidnapping										
29	Aggravated assault against school district employee/volunteer										
30	Aggravated assault against non-employee/volunteer										
31	Sexual assault/aggravated sexual assault against school district employee/volunteer										
32	Sexual assault/aggravated sexual assault against non-employee/volunteer										
36	Felony controlled substance violation										
37	Felony alcohol violation										
46	Aggravated robbery										
47	Manslaughter										
48	Criminally negligent homicide										
49	Engages in deadly conduct										
57	Continuous Sexual Abuse of Young Child or Children										
	Total Incidents		1							1	
	Student Enrollment (Fall 2022 PEIMS Snapshot)	489	364	368	368	688	610	396	664	674	694
	Incident Rate	0.00%	0.27%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%	0.00%

Elementary School (112-121)

Reason Code	Description	Holiday Heights ES 112	Watauga ES 113	G. E. Hardeman ES 114	W. A. Porter ES 115	The A. at A. C. F. Thomas ES 116	Foster Village ES 117	N. Ridge ES 118	J. D. Spicer ES 119	Green Valley ES 120	Walker Creek ES 121
11	Used, exhibited, possessed firearm										
12	Used, exhibited possessed illegal knife										
13	Used, exhibited, possessed illegal club										
14	Used, exhibited, possessed prohibited weapon										
16	Arson										
17	Murder, capital murder, criminal attempt to commit murder/capital murder										
18	Indecency with a child										
19	Aggravated kidnapping										
29	Aggravated assault against school district employee/volunteer										
30	Aggravated assault against non-employee/volunteer										
31	Sexual assault/aggravated sexual assault against school district employee/volunteer										
32	Sexual assault/aggravated sexual assault against non-employee/volunteer										
36	Felony controlled substance violation										
37	Felony alcohol violation										
46	Aggravated robbery										
47	Manslaughter										
48	Criminally negligent homicide										
49	Engages in deadly conduct										
57	Continuous Sexual Abuse of Young Child or Children										
	Total Incidents										
	Student Enrollment (Fall 2022 PEIMS Snapshot)	510	715	600	551	590	439	495	386	443	452
	Incident Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Birdville ISD is committed to keeping students, staff, and visitors safe. The district participates in a multitude of activities specifically designed for that purpose, including:

1. BISD employs two Safety and Security Specialist who are retired peace officers in the State of Texas.

2. Front entrance door video intercom doorbell, a buzz-in system in place at all elementary schools, middle schools, and district alternative campuses. BISD is in the process of installing these at our high schools. Visitors must push a doorbell and are asked to show identification and state their purpose before being allowed entry.

3. Visitors are checked in and screened by front office staff. Visitors must present a government issued ID for screening in a national database of sex offenders. The system prints a visitor sticker as a temporary badge for the campus visit. This system sends automated alerts to designated campus and district staff including school resource officers (SRO) of any positive alerts.

4. Each elementary school has perimeter fencing on certain child play areas, restricting access during school hours.

5. BISD currently has School Resource Officers (SRO) assigned to secondary schools through agreements with the cities of Haltom City, North Richland Hills, Richland Hills, and Watauga. SROs are licensed peace officers with the appropriate city Police Department who are specially trained to work in schools and work full-time during the school year.

6. SROs and other local police officers provide security for BISD athletic events, campus events, prom, and other district events.

7. The BISD employs security personnel to help support the School Resource Officer and campus staff at all secondary schools. These guards monitor all campus activity and building access control.

8. The local cities provide trained crossing guards at approved intersections at all elementary schools and other high-need locations.

9. Criminal history background checks are conducted on all applicants before employment as well as all volunteers. All contractors who work on district property must also undergo a comprehensive criminal history check.

10. All employees are required to wear identification badges while on district property. Secondary students must wear identification badges and must produce identification badges upon request at school or any school-sponsored activity.

11. BISD has an extensive Emergency Operations Plan (EOP) that provides general guidance for emergency management activities and district plans for mitigation/prevention, preparedness, response, and recovery.

12. The BISD District Safety Committee comprises a broad representation of the district from campus administrators of all levels, representatives from the various district leadership and support groups, and representatives of the operations leadership group. Haltom City, Hurst, North Richland Hills, Richland Hills, and Watauga emergency first responders are also represented. The committee meets regularly to discuss districtwide safety and security issues and makes recommendations to the Cabinet for consideration of any improvements or new initiatives.

13. All employees are trained and required to view an online training video annually on the district's emergency standard response protocols.

14. Detection canines were utilized throughout the school year at all secondary campuses.

15. District wide Digital Emergency Radio Communications System deployed, and radios assigned to all principals, assistant principals, and designated central office administrators.
    Each campus utilizes campus digital radios assigned to designated staff members for daily operations and campus emergency response.

16. Required emergency procedures training for all employees was conducted and all mandated and district-required drills were completed and monitored to ensure compliance with the Texas Education Code (37.108)

17. All campuses have digital IP cameras for improved video surveillance quality and capability.

18. All campuses are equipped with emergency lockdown buttons designed to immediately place the building in lockdown when activated, including automated audio alerts via the intercom system and auto lock of doors equipped with access control.

19. All campuses have perimeter doors with access control and electronic door contact sensors with badge entry.

20. Student Services Team monitors the district's emergency radio communication system, and emergency lockdown systems.

21. Navigate 360 District Threat Assessment Program provides a process whereby all reported threats go through a threat assessment process based on best practices. Team member representation includes representatives from the appropriate local Police Department and the team reviews and conducts a threat assessment on any potential threat to others or harm to self. This collaborative approach helps to ensure that those in need of help are identified and provided interventions, as well as timely referral of appropriate cases to law enforcement.

22. All BISD school buses are equipped with security cameras, and all bus drivers undergo safety and security training, including emergency evacuation procedures. All buses have digital radios capable of communicating with transportation central dispatch.

23. The Anonymous Alerts reporting system allows anyone to anonymously report potential concerns, threats, or bullying.

24. District administrators monitor current weather conditions via weather apps, local news weather, and NOAA weather radio.

25. Each campus has a specific Emergency Operations Plan that includes three deep Incident Commanders, AED Teams, Stop the Bleed Teams, and specific drills, including one emergency drill and one fire drill each month.

26. BISD employs three part-time trained safety auditors who walk our schools to document that exterior and interior doors are locked. These walks are completed every nine weeks at each campus.

The district continues reviewing and implementing proactive measures to deter criminal and violent activity.

BISD

MEMORANDUM

Counseling Services

TO: Elizabeth Clark

FROM: LeAnn Carroll

DATE: January 17, 2024

SUBJECT: School Violence Prevention/Supplemental Report
Texas Academic Performance Report

The following is in reference to your request for information concerning the Texas Academic Performance Report (TAPR), School Violence Prevention - the findings that result from evaluations conducted under the Elementary and Secondary Education Act.

The 2022-2023 End of the School Year Evaluation Forms were completed by the principals and school staff, professional school counselors, and the crisis intervention counselors. Some of the questions asked on the 2022-2023 Birdville ISD District Staff Survey and the 2022-2023 District Improvement Plan were in reference to student safety on the campuses, to the increase or decrease in student violence, and to programs and strategies that prevent violence and increase safety. The following is a summary of the responses:

1. The principals and school staff think that their campuses are safe, and the majority of them think that the violence on their campuses is limited due to the following:

    - Continuing to be proactive and formulating campus improvement and student achievement goals that address safety and violence prevention.
    - Educating students on safety and violence prevention through programs such as the Sanford Harmony Program (Elementary), CharacterStrong (Secondary), Conscious Discipline, classroom guidance lessons, P.A.L.S., Women's Center of Tarrant County's Play It Safe Program, awareness anti-bullying programs, Mental Health Awareness Week, Capturing Kids' Hearts, School Pride, student leadership programs (Leader In Me), Red Ribbon Week, Culture of Connection, CHAMPS, ASPIRE, and other before/after-school programs.
    - Providing intervention programs such as Response to Intervention Team (RTI and Behavior-RTI), Positive Referral Program, Graduation Coach, Behavior Specialist, Trauma Specialist, Conflict Resolution, Anger Management Groups, Positive Behavior Intervention Program, crisis intervention, parent conferences, counseling services, evening counseling sessions, mentoring programs (students, educators, and community), peer mediation sessions, and relationship building.
    - Providing classroom presentations such as Bullying Prevention, Peer Pressure Reversal, Problem-Solving Strategies, Coping Skills, Social Skills, Empathy Training, Good Decision-Making, and Healthy Relationships. They are presented by professional school counselors, crisis intervention counselors, community resources, and guest speakers.
    - Providing academic services and support, extra-curricular activities, and service projects that build on students' academic and social growth and make them feel

successful and connected to the school. (Schools have a commitment to keep students at the center of all their actions and decisions.)

- Encouraging parent involvement through parent support, family activities, parent outreach and education programs, Mental Health Awareness Day, parent conferences, parent volunteers, Clothes Connection and Supply Depot, newsletters, Peachjar, take-home planners, emails, letters from principals, monthly calendar of events, websites, Facebook, and other electronic resources. (Back to School Rally, Meet the Teacher, Curriculum Night, Book Fair, Grade Level Programs, Open House, and End of Year Celebrations.)
- Building strong relationships between administrators, teachers, parents (guardians and grandparents), students, and staff that encourage communication (English, Spanish, and other languages), a sense of belonging, good student monitoring, and respect for all persons.
- Developing community partnerships with local businesses and outside resources that demonstrate how much the community cares about our students' education, as well as the choices students make. (The Women's Center of Tarrant County's Play It Safe Program, Recovery Resource Council's Sunshine Club, Mentoring Programs from various outside facilities such as Bethesda School and Church, Education Advanced, Inc., Liberty Packaging, Skeeter Kell Sporting Goods, etc.)
- Presence of crisis intervention counselors and professional school counselors to talk with students and staff in the event a crisis occurs or when concerned issues arise with students.
- Promoting safety through awareness programs such as Play It Safe, Crime Stoppers, Safety Patrol, School Resource Officers, Crisis Invention, Anonymous Alerts, Threat Assessment System, cyberbullying, anti-bullying programs, peer and adult mentor programs, and small issue groups such as stress and anxiety, peer pressure, social media, and coping skills. (Also, communicating safety procedures to students, parents, and campus staff throughout the school year through various forms of communication).
- Providing consistent guidelines and effective consequences to disciplinary issues, consulting with students and parents immediately and efficiently when issues arise, enforcing no-tolerance for bullying, presence of the School Resource Officer, and a strong administrative team.

The principal and school staff responded that the few violent incidents that occurred were due to lacking social skills/emotional regulation skills/coping skills/self-control verbally and physically due to the pandemic aftermath. Other factors that principals and school staff think contributed to the few violent incidents are drug exposure from family use and availability, lack of support and involvement from home, and mobility. Also, they think that one of the biggest contributing factors is social media, which is greatly influencing the students. All of these factors may manifest themselves into negative behaviors that may lead to violent incidents.

2. **Professional School Counselors** think that campuses are safe, and the majority of professional school counselors think the violence on their campuses is limited due to the following:

    - Educating students on safety and violence prevention through programs such as P.A.L.S., Life Skills, Women's Center of Tarrant County's Play It Safe Program and Dating Violence Prevention, CHAMPS, Sanford Harmony Program (Elementary), CharacterStrong (Secondary), Capturing Kids Hearts, Hope Squad, Leader in Me, Kindness Week, Mental Health Awareness Week, printed material over safety and security, "See Something/Say Something," Program, and Red Ribbon Week.

- Providing classroom guidance lessons and group lessons on topics such as social-emotional skills, anti-bullying prevention, suicide prevention, Sanford Harmony lessons, tolerance for others, responsible behavior, life skills, coping with stress, and good-decision making.
- Increasing participation of students in service projects such as the Canned Food Drive, Toys for Tots, Adopt a Family, etc. Also, students participating in extra-curricular activities such as ASPIRE and other effective before/after-school programs, clubs, sports, fine arts, etc., encourage students to engage in school and not in negative activity, which limits violence.
- A more focused view of career plans and high school graduation for students and parents with the help of programs such as Career Exploration and College Days, AVID, Graduation Coach, and Mentor Program.
- Fostering teacher/student relations. Building positive relationships with students and families through a staff that is caring and supportive and recognizes positive student choices and behaviors from the beginning helps to foster teacher/student relations. Also, the Weekend Backpack Food Program builds positive relationships with students and families.
- Vigilance of teachers and counselors that encourages students to settle issues with positive alternatives. (Conscious Discipline) Also, detailed oriented administrators and School Resource Officers are diligent about keeping students safe.
- Promoting safety through awareness programs such as Outstanding Citizens Award, Red Ribbon Week, Mental Health Week, P.A.L.S. Program, anti-bullying programs, Crime Stoppers, Anonymous Alerts, crisis intervention, small issue groups, peer mediators, GoGuardians, Safe Place, Threat Assessment Committee, School Resource Officer, Security Guard, and Behavior Facilitators. Also, district safety and security protocols are talked about and practiced at the campuses, students and faculty wear ID's that are monitored, interior and exterior doors are locked and checked, information signs are on doors, and security cameras are in place.
- Providing parent education programs and promoting parent involvement such as Mental Health Education, special parent days, Family Education Night, liaison for parents, community resources, newsletters, websites, canvas, and various other electronic resources. Also, district safety meetings are presented by the Student Services Department and the Counseling Services Department as part of the districts "In the Know" series.

The professional school counselors responded that the few violent incidents that occurred were due to a lack of students managing their own emotions (social skills, anger control, coping skills), the effect of a poor economy for the families (living in a survival mode barely meeting basic needs of the family such as food, clothing, and basic housing), lack of a strong family unit, and lack of a role-model by an adult figure. Other factors that professional school counselors think contributed to the few violent incidents is the exposure to all things on social media such as TikTok, Instagram, and Chat Rooms, when there is no guidance or supervision at home.

3. **Crisis Intervention Counselors** think that campuses are safe, and the majority of crisis intervention counselors think the violence on their campuses is limited due to the following:

    - Providing effective services and programs in areas such as bully prevention, social and emotional learning, and monthly mental health initiatives.
    - Providing counseling services such as a comprehensive and cohesive counseling program, small groups (conflict resolution and coping skills), guidance lessons (bullying, social skills, and peer pressure), and crisis intervention counseling (anger, anxiety, depression, suicidal thoughts, and grief.)

- Providing effective safety services and programs for students, parents, and teachers such as Crimestoppers, Anonymous Alerts, Threat Assessment Team, Lifeline, Hope Squad, Conscious Discipline, Parent Programs and Support, School Resource Officers and other staff.
- Providing bullying/cyberbullying prevention programs such as CharacterStrong and other SEL Programs, Kindness Club, and Parent Education Programs.
- Providing intervention programs such as Trust-Based Relational Intervention, Restorative Meetings, Mentoring Programs, and Counseling Services.
- Providing school programs such as Capturing Kids Hearts, "SELFie" Awards, Red Ribbon Week, Kindness Clubs, Hope Squad, and Parent Education Night.

The crisis intervention counselors responded that the few violent incidents that occurred were due to continuous access and exposure to outside media, social media, and video games with little to no supervision, which allows students to see, hear, play and learn about violence and drug/alcohol use at an early age. Also, other factors included lack of family involvement and support, unmet social-emotional/mental health needs, poverty-low socioeconomic status, and lack of social skills, which could be a ripple effect of the pandemic.

Report of 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022

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 2020-2021 high school graduates who attended public four-year and two-year higher education in FY 2022. 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 2021, spring 2022, and summer 2022 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 2022, 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 2022 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 FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ANDERSON COUNTY									
	CAYUGA ISD								
	001902001	CAYUGA H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	16	4	3	1	2	6	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	36						
	ELKHART ISD								
	001903001	ELKHART H S							
		Four-Year Public University	19	4	3	4	3	5	0
		Two-Year Public Colleges	14	5	1	2	4	1	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	56						
		Total High School Graduates	91						
	FRANKSTON ISD								
	001904001	FRANKSTON H S							
		Four-Year Public University	13	1	0	1	5	6	0
		Two-Year Public Colleges	6	2	0	1	3	0	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	21						
		Total High School Graduates	41						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PALESTINE ISD								
	001907001 PALESTINE H S								
		Four-Year Public University	39	1	5	9	9	14	1
		Two-Year Public Colleges	54	15	3	12	11	11	2
		Independent Colleges & Universities	1						
		Not Trackable	13						
		Not Found	94						
		Total High School Graduates	201						
	SLOCUM ISD								
	001909001 SLOCUM H S								
		Four-Year Public University	4						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	23						
		Total High School Graduates	32						
	WESTWOOD ISD								
	001908002 WESTWOOD H S								
		Four-Year Public University	16	5	5	1	1	4	0
		Two-Year Public Colleges	22	11	1	4	2	3	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	54						
		Total High School Graduates	96						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ANDREWS COUNTY									
	ANDREWS ISD								
	002901002	ANDREWS EDUCATION CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	40						
		Total High School Graduates	46						
	002901001	ANDREWS H S							
		Four-Year Public University	38	10	6	8	9	5	0
		Two-Year Public Colleges	51	19	8	10	2	10	2
		Independent Colleges & Universities	7						
		Not Trackable	38						
		Not Found	113						
		Total High School Graduates	247						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ANGELINA COUNTY									
	CENTRAL ISD								
	003907001	CENTRAL H S							
		Four-Year Public University	9	3	0	1	2	3	0
		Two-Year Public Colleges	32	10	7	7	4	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	85						
	DIBOLL ISD								
	003905001	DIBOLL H S							
		Four-Year Public University	19	7	2	4	4	1	1
		Two-Year Public Colleges	45	19	8	4	8	3	3
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	35						
		Total High School Graduates	104						
	HUDSON ISD								
	003902001	HUDSON H S							
		Four-Year Public University	44	12	3	4	11	13	1
		Two-Year Public Colleges	43	19	4	5	9	6	0
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	81						
		Total High School Graduates	174						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HUNTINGTON ISD								
	003904001	HUNTINGTON H S							
		Four-Year Public University	11	0	1	1	1	8	0
		Two-Year Public Colleges	32	9	5	2	6	9	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	87						
	LUFKIN ISD								
	003903001	LUFKIN H S							
		Four-Year Public University	75	22	10	11	14	17	1
		Two-Year Public Colleges	155	67	17	21	17	25	8
		Independent Colleges & Universities	7						
		Not Trackable	26						
		Not Found	201						
		Total High School Graduates	464						
	003903004	STUBBLEFIELD LRN CTR							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	28						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PINEYWOODS COMMUNITY ACADEMY								
	003801001	PINEYWOODS COMMUNITY ACADEMY H S							
		Four-Year Public University	8	1	0	2	2	2	1
		Two-Year Public Colleges	17	6	3	3	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	52						
ARANSAS COUNTY									
	ARANSAS COUNTY ISD								
	004901001	ROCKPORT-FULTON H S							
		Four-Year Public University	36	10	6	4	11	4	1
		Two-Year Public Colleges	27	11	3	3	3	4	3
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	104						
		Total High School Graduates	177						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ARCHER COUNTY									
	ARCHER CITY ISD								
	005901001	ARCHER CITY H S							
		Four-Year Public University	9	1	0	1	3	4	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	28						
	HOLLIDAY ISD								
	005902001	HOLLIDAY H S							
		Four-Year Public University	35	4	3	7	10	11	0
		Two-Year Public Colleges	11	1	5	2	0	3	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	72						
	WINDTHORST ISD								
	005904001	WINDTHORST H S							
		Four-Year Public University	10	2	1	1	3	3	0
		Two-Year Public Colleges	7	2	0	3	0	2	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	8						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ATASCOSA COUNTY									
	JOURDANTON ISD								
	007902001	JOURDANTON H S							
		Four-Year Public University	21	5	3	1	6	5	1
		Two-Year Public Colleges	18	1	4	3	6	4	0
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	53						
		Total High School Graduates	98						
	LYTLE ISD								
	007904001	LYTLE H S							
		Four-Year Public University	15	4	1	1	2	7	0
		Two-Year Public Colleges	16	4	0	1	7	3	1
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	47						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PLEASANTON ISD								
	007905001	PLEASANTON H S							
		Four-Year Public University	61	12	11	8	14	16	0
		Two-Year Public Colleges	21	6	4	3	2	4	2
		Independent Colleges & Universities	8						
		Not Trackable	1						
		Not Found	119						
		Total High School Graduates	210						
	007905005	PLEASANTON ISD SCHOOL OF CHOICE							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	27						
	POTEET ISD								
	007906001	POTEET H S							
		Four-Year Public University	14	3	4	2	2	3	0
		Two-Year Public Colleges	19	5	2	2	3	6	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	64						
		Total High School Graduates	101						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
AUSTIN COUNTY									
	BELLVILLE ISD								
	008901001	BELLVILLE H S							
		Four-Year Public University	32	2	1	5	9	15	0
		Two-Year Public Colleges	63	17	6	14	13	11	2
		Independent Colleges & Universities	6						
		Not Trackable	11						
		Not Found	67						
		Total High School Graduates	179						
	BRAZOS ISD								
	008903001	BRAZOS H S							
		Four-Year Public University	9	2	1	1	2	2	1
		Two-Year Public Colleges	21	7	4	4	3	3	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	50						
	SEALY ISD								
	008902001	SEALY H S							
		Four-Year Public University	27	2	3	2	15	5	0
		Two-Year Public Colleges	63	18	5	8	12	15	5
		Independent Colleges & Universities	3						
		Not Trackable	10						
		Not Found	117						
		Total High School Graduates	220						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BAILEY COUNTY									
	MULESHOE ISD								
	009901001	MULESHOE H S							
		Four-Year Public University	7	1	1	0	1	4	0
		Two-Year Public Colleges	23	6	1	3	3	4	6
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	41						
		Total High School Graduates	76						
BANDERA COUNTY									
	BANDERA ISD								
	010902001	BANDERA H S							
		Four-Year Public University	24	6	3	2	4	9	0
		Two-Year Public Colleges	9	1	0	1	4	3	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	93						
		Total High School Graduates	131						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BASTROP COUNTY									
	BASTROP ISD								
	011901001	BASTROP H S							
		Four-Year Public University	51	10	9	9	11	12	0
		Two-Year Public Colleges	37	7	5	7	9	4	5
		Independent Colleges & Universities	13						
		Not Trackable	22						
		Not Found	191						
		Total High School Graduates	314						
	011901002	CEDAR CREEK H S							
		Four-Year Public University	68	13	14	9	15	17	0
		Two-Year Public Colleges	49	18	9	2	10	6	4
		Independent Colleges & Universities	5						
		Not Trackable	26						
		Not Found	183						
		Total High School Graduates	331						
	011901005	COLORADO RIVER COLLEGIATE ACADEMY							
		Four-Year Public University	20	4	3	5	5	3	0
		Two-Year Public Colleges	7	3	1	2	1	0	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	10						
		Total High School Graduates	41						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	011901022	GENESIS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	12						
		Not Found	113						
		Total High School Graduates	130						
	ELGIN ISD								
	011902001	ELGIN H S							
		Four-Year Public University	36	6	3	8	10	9	0
		Two-Year Public Colleges	31	11	2	2	9	3	4
		Independent Colleges & Universities	12						
		Not Trackable	24						
		Not Found	168						
		Total High School Graduates	271						
	SMITHVILLE ISD								
	011904002	SMITHVILLE H S							
		Four-Year Public University	25	9	5	3	4	3	1
		Two-Year Public Colleges	17	4	2	3	3	3	2
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	78						
		Total High School Graduates	126						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BAYLOR COUNTY									
	SEYMOUR ISD								
	012901001 SEYMOUR H S								
		Four-Year Public University	16	4	1	3	2	6	0
		Two-Year Public Colleges	6	3	0	1	1	1	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	15						
		Total High School Graduates	41						
BEE COUNTY									
	BEEVILLE ISD								
	013901001 A C JONES H S								
		Four-Year Public University	26	5	2	7	3	9	0
		Two-Year Public Colleges	48	16	4	9	8	11	0
		Independent Colleges & Universities	2						
		Not Trackable	7						
		Not Found	115						
		Total High School Graduates	198						
	SKIDMORE-TYNAN ISD								
	013905001 SKIDMORE-TYNAN H S								
		Four-Year Public University	12	4	2	4	1	1	0
		Two-Year Public Colleges	18	8	2	0	2	6	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	55						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BELL COUNTY									
	ACADEMY ISD								
	014901001	ACADEMY H S							
		Four-Year Public University	16	4	1	4	2	5	0
		Two-Year Public Colleges	31	5	2	6	9	7	2
		Independent Colleges & Universities	8						
		Not Trackable	4						
		Not Found	55						
		Total High School Graduates	114						
	BELTON ISD								
	014903001	BELTON H S							
		Four-Year Public University	139	23	17	19	38	42	0
		Two-Year Public Colleges	194	65	26	23	30	46	4
		Independent Colleges & Universities	39						
		Not Trackable	15						
		Not Found	413						
		Total High School Graduates	800						
	HOLLAND ISD								
	014905001	HOLLAND H S							
		Four-Year Public University	8	1	1	0	2	4	0
		Two-Year Public Colleges	18	1	2	3	7	4	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	20						
		Total High School Graduates	51						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KILLEEN ISD								
	014906002	C E ELLISON H S							
		Four-Year Public University	77	15	10	16	22	13	1
		Two-Year Public Colleges	148	74	15	24	19	8	8
		Independent Colleges & Universities	13						
		Not Trackable	31						
		Not Found	218						
		Total High School Graduates	487						
	014906007	HARKER HEIGHTS H S							
		Four-Year Public University	104	27	18	11	23	25	0
		Two-Year Public Colleges	134	57	16	19	16	21	5
		Independent Colleges & Universities	17						
		Not Trackable	37						
		Not Found	233						
		Total High School Graduates	525						
	014906001	KILLEEN H S							
		Four-Year Public University	52	16	10	8	10	8	0
		Two-Year Public Colleges	60	33	9	3	4	9	2
		Independent Colleges & Universities	12						
		Not Trackable	36						
		Not Found	249						
		Total High School Graduates	409						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	014906013	KILLEEN ISD EARLY COLLEGE H S							
		Four-Year Public University	104	19	15	19	15	34	2
		Two-Year Public Colleges	58	25	7	9	11	6	0
		Independent Colleges & Universities	12						
		Not Trackable	4						
		Not Found	78						
		Total High School Graduates	256						
	014906006	PATHWAYS ACADEMIC CAMPUS							
		Four-Year Public University	5	3	1	0	0	1	0
		Two-Year Public Colleges	52	35	7	2	3	2	3
		Independent Colleges & Universities	1						
		Not Trackable	30						
		Not Found	294						
		Total High School Graduates	382						
	014906008	ROBERT M SHOEMAKER H S							
		Four-Year Public University	45	11	9	7	7	10	1
		Two-Year Public Colleges	93	45	17	8	13	10	0
		Independent Colleges & Universities	15						
		Not Trackable	37						
		Not Found	180						
		Total High School Graduates	370						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ORENDA CHARTER SCHOOL							
	014804006 GATEWAY COLLEGE PREPARATORY SCHOOL							
	Four-Year Public University	20	1	0	1	7	11	0
	Two-Year Public Colleges	25	5	2	4	4	9	1
	Independent Colleges & Universities	6						
	Not Trackable	0						
	Not Found	22						
	Total High School Graduates	73						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)								
	014801008	RICHARD MILBURN ACADEMY AMARILLO							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	2	1	1	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	35						
	014801007	RICHARD MILBURN ACADEMY CORPUS CHRISTI							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	0	2	1	2	0	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	37						
		Total High School Graduates	45						
	014801006	RICHARD MILBURN ACADEMY FORT WORTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	23						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	014801002	RICHARD MILBURN ACADEMY ODESSA							
		Four-Year Public University	1						
		Two-Year Public Colleges	11	5	1	0	0	5	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	50						
		Total High School Graduates	63						
	014801009	RICHARD MILBURN ACADEMY PASADENA							
		Four-Year Public University	1						
		Two-Year Public Colleges	6	3	2	0	0	1	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	18						
		Total High School Graduates	26						
	014801001	RICHARD MILBURN ALTER H S (KILLEEN)							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	34						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROGERS ISD								
	014907001	ROGERS H S							
		Four-Year Public University	13	1	0	0	8	4	0
		Two-Year Public Colleges	22	4	2	7	5	4	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	62						
	SALADO ISD								
	014908001	SALADO H S							
		Four-Year Public University	54	5	6	10	11	21	1
		Two-Year Public Colleges	41	7	2	11	9	10	2
		Independent Colleges & Universities	11						
		Not Trackable	3						
		Not Found	52						
		Total High School Graduates	161						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TEMPLE ISD								
	014909008	FRED W EDWARDS ACADEMY AEC							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	3	1	0	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	76						
		Total High School Graduates	84						
	014909002	TEMPLE H S							
		Four-Year Public University	64	19	10	8	12	15	0
		Two-Year Public Colleges	95	35	14	9	20	15	2
		Independent Colleges & Universities	9						
		Not Trackable	14						
		Not Found	267						
		Total High School Graduates	449						
	TROY ISD								
	014910001	TROY H S							
		Four-Year Public University	20	2	1	4	7	6	0
		Two-Year Public Colleges	31	12	0	3	6	7	3
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	56						
		Total High School Graduates	109						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BEXAR COUNTY									
	ALAMO HEIGHTS ISD								
	015901001	ALAMO HEIGHTS H S							
		Four-Year Public University	108	16	11	17	27	37	0
		Two-Year Public Colleges	65	13	3	8	15	24	2
		Independent Colleges & Universities	34						
		Not Trackable	55						
		Not Found	134						
		Total High School Graduates	396						
	BASIS TEXAS								
	015834001	BASIS SAN ANTONIO- SHAVANO CAMPUS							
		Four-Year Public University	39	3	4	3	11	18	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	10						
		Not Trackable	6						
		Not Found	28						
		Total High School Graduates	87						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	BROOKS ACADEMIES OF TEXAS								
	015830001	BROOKS ACADEMY OF SCIENCE AND ENGINEERING							
		Four-Year Public University	20	3	4	3	8	2	0
		Two-Year Public Colleges	12	6	0	3	2	0	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	47						
		Total High School Graduates	82						
	015830101	BROOKS COLLEGIATE ACADEMY							
		Four-Year Public University	8	2	0	2	4	0	0
		Two-Year Public Colleges	11	2	3	2	1	1	2
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	16						
		Total High School Graduates	45						
	EAST CENTRAL ISD								
	015911001	EAST CENTRAL H S							
		Four-Year Public University	94	23	8	15	18	29	1
		Two-Year Public Colleges	232	78	26	40	42	31	15
		Independent Colleges & Universities	21						
		Not Trackable	10						
		Not Found	325						
		Total High School Graduates	682						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EDGEWOOD ISD								
	015905002	JOHN F KENNEDY H S							
		Four-Year Public University	15	7	2	1	3	2	0
		Two-Year Public Colleges	45	18	8	6	7	2	4
		Independent Colleges & Universities	6						
		Not Trackable	15						
		Not Found	162						
		Total High School Graduates	243						
	015905003	MEMORIAL H S							
		Four-Year Public University	22	6	3	4	4	5	0
		Two-Year Public Colleges	45	19	2	5	7	7	5
		Independent Colleges & Universities	13						
		Not Trackable	18						
		Not Found	174						
		Total High School Graduates	272						
	FT SAM HOUSTON ISD								
	015914001	ROBERT G COLE MIDDLE/HIGH SCHOOL							
		Four-Year Public University	23	7	4	1	7	4	0
		Two-Year Public Colleges	16	2	4	1	5	4	0
		Independent Colleges & Universities	14						
		Not Trackable	4						
		Not Found	42						
		Total High School Graduates	99						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GREAT HEARTS TEXAS								
	015835007	GREAT HEARTS IRVING UPPER							
		Four-Year Public University	7	0	0	0	1	6	0
		Two-Year Public Colleges	8	3	1	0	1	3	0
		Independent Colleges & Universities	10						
		Not Trackable	1						
		Not Found	9						
		Total High School Graduates	35						
	015835002	GREAT HEARTS MONTE VISTA NORTH							
		Four-Year Public University	7	2	1	1	0	2	1
		Two-Year Public Colleges	10	5	0	1	1	2	1
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	37						
	015835003	GREAT HEARTS NORTHERN OAKS							
		Four-Year Public University	14	1	1	2	1	9	0
		Two-Year Public Colleges	11	2	0	2	1	6	0
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARLANDALE ISD								
	015904004	FRANK M TEJEDA ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	79						
		Total High School Graduates	89						
	015904001	HARLANDALE H S							
		Four-Year Public University	30	11	3	5	7	3	1
		Two-Year Public Colleges	95	32	13	11	14	14	11
		Independent Colleges & Universities	13						
		Not Trackable	19						
		Not Found	180						
		Total High School Graduates	337						
	015904011	HARLANDALE ISD STEM ECHS-ALAMO COLLEGES AT PAC							
		Four-Year Public University	54	22	7	7	10	8	0
		Two-Year Public Colleges	5	0	2	0	2	1	0
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	15						
		Total High School Graduates	80						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015904002	MCCOLLUM H S							
		Four-Year Public University	48	18	4	6	12	6	2
		Two-Year Public Colleges	92	41	11	9	12	13	6
		Independent Colleges & Universities	12						
		Not Trackable	11						
		Not Found	132						
		Total High School Graduates	295						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCIENCE ACAD (SAN ANTONIO)								
	015828008	HARMONY SCHOOL OF EXCELLENCE - LAREDO							
		Four-Year Public University	30	5	2	5	8	10	0
		Two-Year Public Colleges	37	20	5	5	1	6	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	93						
	015828007	HARMONY SCHOOL OF INNOVATION - BROWNSVILLE							
		Four-Year Public University	29	10	1	6	6	5	1
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	16						
		Total High School Graduates	55						
	015828001	HARMONY SCIENCE ACAD (SAN ANTONIO)							
		Four-Year Public University	15	3	2	2	1	7	0
		Two-Year Public Colleges	28	6	4	5	3	9	1
		Independent Colleges & Universities	7						
		Not Trackable	5						
		Not Found	29						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HERITAGE ACADEMY							
	015815041 HERITAGE ACADEMY OF DEL RIO							
	Four-Year Public University	2						
	Two-Year Public Colleges	21	2	3	3	7	6	0
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	17						
	Total High School Graduates	40						
	INSPIRE ACADEMIES							
	015808009 ANNE FRANK INSPIRE ACADEMY							
	Four-Year Public University	9	3	2	1	3	0	0
	Two-Year Public Colleges	7	3	0	1	1	2	0
	Independent Colleges & Universities	3						
	Not Trackable	2						
	Not Found	22						
	Total High School Graduates	43						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	JUBILEE ACADEMIES								
	015822010	JUBILEE BROWNSVILLE							
		Four-Year Public University	47	11	8	3	11	13	1
		Two-Year Public Colleges	17	9	1	1	3	3	0
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	93						
	015822001	JUBILEE SAN ANTONIO							
		Four-Year Public University	1						
		Two-Year Public Colleges	13	0	0	3	5	2	3
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	JUDSON ISD								
	015916009	JUDSON EARLY COLLEGE ACADEMY							
		Four-Year Public University	50	14	8	6	9	13	0
		Two-Year Public Colleges	11	7	0	0	2	2	0
		Independent Colleges & Universities	15						
		Not Trackable	1						
		Not Found	31						
		Total High School Graduates	108						
	015916001	JUDSON H S							
		Four-Year Public University	54	19	10	11	10	4	0
		Two-Year Public Colleges	172	67	19	19	30	25	12
		Independent Colleges & Universities	14						
		Not Trackable	15						
		Not Found	278						
		Total High School Graduates	533						
	015916003	JUDSON LEARNING ACAD							
		Four-Year Public University	1						
		Two-Year Public Colleges	9	4	1	2	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	37						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015916008	KAREN WAGNER H S							
		Four-Year Public University	44	15	8	4	13	4	0
		Two-Year Public Colleges	171	59	19	26	32	23	12
		Independent Colleges & Universities	20						
		Not Trackable	16						
		Not Found	258						
		Total High School Graduates	509						
	015916010	VETERANS MEMORIAL H S							
		Four-Year Public University	66	19	2	16	14	14	1
		Two-Year Public Colleges	66	23	7	10	9	16	1
		Independent Colleges & Universities	15						
		Not Trackable	14						
		Not Found	180						
		Total High School Graduates	341						
	LACKLAND ISD								
	015913001	VIRGINIA ALLRED STACEY JR/SR H S							
		Four-Year Public University	5	2	1	0	0	2	0
		Two-Year Public Colleges	6	1	0	1	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	38						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEW FRONTIERS PUBLIC SCHOOLS INC							
	015805001 FRANK L MADLA EARLY COLLEGE H S							
	Four-Year Public University	16	4	1	2	4	5	0
	Two-Year Public Colleges	6	1	1	3	1	0	0
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	18						
	Total High School Graduates	40						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NORTH EAST ISD								
	015910008	ACADEMY OF CREATIVE ED							
		Four-Year Public University	0						
		Two-Year Public Colleges	15	8	1	0	2	2	2
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	71						
		Total High School Graduates	90						
	015910003	CHURCHILL H S							
		Four-Year Public University	171	31	16	23	50	49	2
		Two-Year Public Colleges	117	23	14	22	14	35	9
		Independent Colleges & Universities	26						
		Not Trackable	39						
		Not Found	231						
		Total High School Graduates	584						
	015910009	INTERNATIONAL SCHOOL OF AMERICA							
		Four-Year Public University	35	4	3	6	9	13	0
		Two-Year Public Colleges	23	4	1	2	9	7	0
		Independent Colleges & Universities	17						
		Not Trackable	2						
		Not Found	37						
		Total High School Graduates	114						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015910014	JOHNSON H S							
		Four-Year Public University	265	37	13	40	58	113	4
		Two-Year Public Colleges	161	37	17	15	34	52	6
		Independent Colleges & Universities	46						
		Not Trackable	47						
		Not Found	230						
		Total High School Graduates	749						
	015910001	LEGACY OF EDUCATIONAL EXCELLENCE H S							
		Four-Year Public University	85	24	7	10	21	23	0
		Two-Year Public Colleges	145	40	27	16	21	34	7
		Independent Colleges & Universities	20						
		Not Trackable	42						
		Not Found	219						
		Total High School Graduates	511						
	015910002	MACARTHUR H S							
		Four-Year Public University	108	20	8	22	24	34	0
		Two-Year Public Colleges	101	21	18	18	16	20	8
		Independent Colleges & Universities	27						
		Not Trackable	35						
		Not Found	217						
		Total High School Graduates	488						
	015910005	MADISON H S							
		Four-Year Public University	149	32	20	30	27	38	2
		Two-Year Public Colleges	174	56	15	12	36	43	12
		Independent Colleges & Universities	36						
		Not Trackable	21						
		Not Found	315						
		Total High School Graduates	695						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015910007	REAGAN H S							
		Four-Year Public University	318	37	25	47	75	133	1
		Two-Year Public Colleges	143	23	13	16	34	49	8
		Independent Colleges & Universities	46						
		Not Trackable	69						
		Not Found	236						
		Total High School Graduates	812						
	015910004	ROOSEVELT H S							
		Four-Year Public University	84	18	8	15	14	27	2
		Two-Year Public Colleges	141	53	13	23	15	23	14
		Independent Colleges & Universities	25						
		Not Trackable	35						
		Not Found	247						
		Total High School Graduates	532						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NORTHSIDE ISD								
	015915023	BRANDEIS H S							
		Four-Year Public University	239	35	24	49	47	83	1
		Two-Year Public Colleges	136	29	18	18	26	38	7
		Independent Colleges & Universities	30						
		Not Trackable	37						
		Not Found	188						
		Total High School Graduates	630						
	015915024	BRENNAN H S							
		Four-Year Public University	123	29	15	18	26	31	4
		Two-Year Public Colleges	141	40	14	13	37	34	3
		Independent Colleges & Universities	33						
		Not Trackable	28						
		Not Found	287						
		Total High School Graduates	612						
	015915011	CHAVEZ EXCEL ACADEMY							
		Four-Year Public University	3						
		Two-Year Public Colleges	26	11	2	2	3	5	3
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	176						
		Total High School Graduates	212						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015915005	CLARK H S							
		Four-Year Public University	161	33	14	21	33	58	2
		Two-Year Public Colleges	107	31	8	10	24	28	6
		Independent Colleges & Universities	36						
		Not Trackable	39						
		Not Found	222						
		Total High School Graduates	565						
	015915025	HARLAN H S							
		Four-Year Public University	147	38	12	30	23	41	3
		Two-Year Public Colleges	167	40	25	23	29	45	5
		Independent Colleges & Universities	29						
		Not Trackable	32						
		Not Found	301						
		Total High School Graduates	676						
	015915006	HEALTH CAREERS H S							
		Four-Year Public University	88	6	3	13	17	49	0
		Two-Year Public Colleges	42	4	2	5	7	23	1
		Independent Colleges & Universities	23						
		Not Trackable	8						
		Not Found	37						
		Total High School Graduates	198						
	015915001	HOLMES H S							
		Four-Year Public University	64	21	5	11	11	14	2
		Two-Year Public Colleges	153	43	21	19	31	21	18
		Independent Colleges & Universities	25						
		Not Trackable	28						
		Not Found	293						
		Total High School Graduates	563						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015915002	JAY H S							
		Four-Year Public University	79	27	7	10	14	19	2
		Two-Year Public Colleges	131	45	10	12	27	30	7
		Independent Colleges & Universities	28						
		Not Trackable	27						
		Not Found	262						
		Total High School Graduates	527						
	015915003	MARSHALL H S							
		Four-Year Public University	90	20	11	14	19	26	0
		Two-Year Public Colleges	115	29	12	17	19	27	11
		Independent Colleges & Universities	18						
		Not Trackable	23						
		Not Found	290						
		Total High School Graduates	536						
	015915016	O'CONNOR H S							
		Four-Year Public University	208	45	22	25	44	71	1
		Two-Year Public Colleges	192	41	31	30	42	45	3
		Independent Colleges & Universities	45						
		Not Trackable	37						
		Not Found	281						
		Total High School Graduates	763						
	015915022	STEVENS H S							
		Four-Year Public University	73	22	9	10	15	17	0
		Two-Year Public Colleges	137	33	17	13	29	38	7
		Independent Colleges & Universities	27						
		Not Trackable	16						
		Not Found	355						
		Total High School Graduates	608						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015915007	TAFT H S							
		Four-Year Public University	116	28	12	17	28	31	0
		Two-Year Public Colleges	171	27	19	24	31	60	10
		Independent Colleges & Universities	20						
		Not Trackable	16						
		Not Found	218						
		Total High School Graduates	541						
	015915019	WARREN H S							
		Four-Year Public University	115	28	17	22	18	30	0
		Two-Year Public Colleges	185	50	15	15	33	58	14
		Independent Colleges & Universities	26						
		Not Trackable	27						
		Not Found	294						
		Total High School Graduates	647						
	POR VIDA ACADEMY								
	015801001	POR VIDA ACADEMY CHARTER H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	1	1	0	0	0	3
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	38						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RANDOLPH FIELD ISD								
	015906001 RANDOLPH H S								
		Four-Year Public University	41	7	3	9	14	8	0
		Two-Year Public Colleges	27	3	4	3	10	7	0
		Independent Colleges & Universities	6						
		Not Trackable	0						
		Not Found	46						
		Total High School Graduates	120						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SAN ANTONIO ISD									
	015907001	BRACKENRIDGE H S							
		Four-Year Public University	71	31	8	12	13	7	0
		Two-Year Public Colleges	87	35	9	9	16	8	10
		Independent Colleges & Universities	16						
		Not Trackable	14						
		Not Found	145						
		Total High School Graduates	333						
	015907002	BURBANK H S							
		Four-Year Public University	34	14	5	5	5	5	0
		Two-Year Public Colleges	69	27	10	11	12	6	3
		Independent Colleges & Universities	14						
		Not Trackable	16						
		Not Found	143						
		Total High School Graduates	276						
	015907027	CAST TECH H S							
		Four-Year Public University	40	22	2	5	5	5	1
		Two-Year Public Colleges	28	14	2	3	4	3	2
		Independent Colleges & Universities	10						
		Not Trackable	4						
		Not Found	48						
		Total High School Graduates	130						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015907024	COOPER ACADEMY AT NAVARRO							
		Four-Year Public University	3						
		Two-Year Public Colleges	19	6	2	3	2	1	5
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	70						
		Total High School Graduates	100						
	015907003	EDISON H S							
		Four-Year Public University	46	19	8	9	7	2	1
		Two-Year Public Colleges	102	42	18	9	12	16	5
		Independent Colleges & Universities	15						
		Not Trackable	20						
		Not Found	158						
		Total High School Graduates	341						
	015907004	FOX TECHNICAL H S							
		Four-Year Public University	21	9	2	4	4	1	1
		Two-Year Public Colleges	34	12	7	3	7	3	2
		Independent Colleges & Universities	6						
		Not Trackable	6						
		Not Found	19						
		Total High School Graduates	86						
	015907182	HEALY-MURPHY							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	5	1	0	0	0	4
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	33						
		Total High School Graduates	46						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015907005	HIGHLANDS H S							
		Four-Year Public University	23	10	4	4	4	1	0
		Two-Year Public Colleges	67	27	9	7	10	8	6
		Independent Colleges & Universities	11						
		Not Trackable	20						
		Not Found	182						
		Total High School Graduates	303						
	015907006	HOUSTON H S							
		Four-Year Public University	29	16	1	3	8	1	0
		Two-Year Public Colleges	34	16	4	1	1	8	4
		Independent Colleges & Universities	6						
		Not Trackable	8						
		Not Found	100						
		Total High School Graduates	177						
	015907007	JEFFERSON H S							
		Four-Year Public University	44	19	6	11	4	3	1
		Two-Year Public Colleges	87	35	11	9	13	10	9
		Independent Colleges & Universities	17						
		Not Trackable	23						
		Not Found	180						
		Total High School Graduates	351						
	015907008	LANIER H S							
		Four-Year Public University	42	29	5	2	1	2	3
		Two-Year Public Colleges	68	35	4	4	9	4	12
		Independent Colleges & Universities	4						
		Not Trackable	22						
		Not Found	176						
		Total High School Graduates	312						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	015907025	ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD							
		Four-Year Public University	21	6	3	6	3	3	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	16						
		Total High School Graduates	45						
	015907030	TEXANS CAN ACADEMY AT HIGHLANDS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	37						
		Total High School Graduates	40						
	015907022	TRAVIS EARLY COLLEGE H S							
		Four-Year Public University	41	12	7	6	9	6	1
		Two-Year Public Colleges	6	1	0	1	1	2	1
		Independent Colleges & Universities	8						
		Not Trackable	3						
		Not Found	16						
		Total High School Graduates	74						
	015907023	YOUNG WOMEN'S LEADERSHIP ACADEMY							
		Four-Year Public University	22	7	6	5	1	3	0
		Two-Year Public Colleges	5	0	1	1	0	3	0
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	10						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SCHOOL OF EXCELLENCE IN EDUCATION							
	015806003 MILTON B LEE ACADEMY OF SCIENCE & ENGINEERING							
	Four-Year Public University	3						
	Two-Year Public Colleges	5	1	0	1	2	1	0
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	19						
	Total High School Graduates	28						
	SCHOOL OF SCIENCE AND TECHNOLOGY							
	015827001 SCHOOL OF SCIENCE AND TECHNOLOGY							
	Four-Year Public University	17	2	0	2	5	8	0
	Two-Year Public Colleges	17	5	2	2	5	3	0
	Independent Colleges & Universities	11						
	Not Trackable	2						
	Not Found	27						
	Total High School Graduates	74						
	SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY							
	015831002 SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI							
	Four-Year Public University	10	5	0	1	2	2	0
	Two-Year Public Colleges	9	0	2	1	1	2	3
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	14						
	Total High School Graduates	33						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOMERSET ISD								
	015909006	SHIRLEEN ZACHARIAS EARLY CLGE LEADERSHIP ACADEMY							
		Four-Year Public University	20	5	2	5	2	6	0
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	9						
		Total High School Graduates	32						
	015909001	SOMERSET H S							
		Four-Year Public University	32	12	7	7	3	3	0
		Two-Year Public Colleges	66	28	5	11	7	8	7
		Independent Colleges & Universities	5						
		Not Trackable	11						
		Not Found	147						
		Total High School Graduates	261						
	SOUTH SAN ANTONIO ISD								
	015908001	SOUTH SAN ANTONIO H S							
		Four-Year Public University	77	20	13	15	13	15	1
		Two-Year Public Colleges	116	31	15	14	27	23	6
		Independent Colleges & Universities	21						
		Not Trackable	19						
		Not Found	313						
		Total High School Graduates	546						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOUTHSIDE ISD								
	015917001	SOUTHSIDE H S							
		Four-Year Public University	37	8	6	5	7	11	0
		Two-Year Public Colleges	118	41	12	22	11	21	11
		Independent Colleges & Universities	2						
		Not Trackable	16						
		Not Found	204						
		Total High School Graduates	377						
	SOUTHWEST ISD								
	015912001	SOUTHWEST H S							
		Four-Year Public University	47	16	3	9	12	7	0
		Two-Year Public Colleges	163	64	25	16	28	20	10
		Independent Colleges & Universities	17						
		Not Trackable	12						
		Not Found	270						
		Total High School Graduates	509						
	015912005	SOUTHWEST LEGACY H S							
		Four-Year Public University	39	12	4	7	9	7	0
		Two-Year Public Colleges	142	47	19	14	25	29	8
		Independent Colleges & Universities	2						
		Not Trackable	19						
		Not Found	254						
		Total High School Graduates	456						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOUTHWEST PREPARATORY SCHOOL								
	015807004	SOUTHWEST PREPARATORY SCHOOL-NORTHWEST							
		Four-Year Public University	4						
		Two-Year Public Colleges	8	1	0	2	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	38						
		Total High School Graduates	51						
BLANCO COUNTY									
	BLANCO ISD								
	016902001	BLANCO H S							
		Four-Year Public University	36	5	7	9	7	7	1
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	36						
		Total High School Graduates	82						
	JOHNSON CITY ISD								
	016901001	LYNDON B JOHNSON H S							
		Four-Year Public University	12	3	1	1	3	4	0
		Two-Year Public Colleges	8	0	1	0	2	5	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	15						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BOSQUE COUNTY									
	CLIFTON ISD								
	018901001	CLIFTON H S							
		Four-Year Public University	15	2	0	3	4	6	0
		Two-Year Public Colleges	20	7	2	1	5	4	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	65						
	MERIDIAN ISD								
	018902001	MERIDIAN H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	10	4	2	1	2	1	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	32						
	VALLEY MILLS ISD								
	018904001	VALLEY MILLS H S							
		Four-Year Public University	5	3	1	0	1	0	0
		Two-Year Public Colleges	18	8	4	2	1	3	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	12						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BOWIE COUNTY									
	DEKALB ISD								
	019901001	DEKALB H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	21	2	5	5	6	2	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	52						
	HOOKS ISD								
	019902002	HOOKS H S							
		Four-Year Public University	5	1	0	1	1	2	0
		Two-Year Public Colleges	18	4	3	4	2	5	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	53						
		Total High School Graduates	76						
	LIBERTY-EYLAU ISD								
	019908001	LIBERTY-EYLAU H S							
		Four-Year Public University	13	6	0	1	3	3	0
		Two-Year Public Colleges	33	6	2	9	5	5	6
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	119						
		Total High School Graduates	167						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MAUD ISD								
	019903001	MAUD SCHOOL							
		Four-Year Public University	3						
		Two-Year Public Colleges	13	0	2	0	3	7	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	30						
	NEW BOSTON ISD								
	019905001	NEW BOSTON H S							
		Four-Year Public University	5	1	0	1	1	2	0
		Two-Year Public Colleges	25	4	2	6	8	5	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	47						
		Total High School Graduates	80						
	PLEASANT GROVE ISD								
	019912001	PLEASANT GROVE H S							
		Four-Year Public University	50	8	3	8	13	18	0
		Two-Year Public Colleges	32	5	2	6	11	7	1
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	78						
		Total High School Graduates	167						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	REDWATER ISD								
	019906001	REDWATER H S							
		Four-Year Public University	11	4	1	1	1	4	0
		Two-Year Public Colleges	11	1	1	1	2	4	2
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	38						
		Total High School Graduates	61						
	SIMMS ISD								
	019909001	JAMES BOWIE H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	11	2	0	4	1	4	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	41						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TEXARKANA ISD								
	019907006	ESCHOOL PREP							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	4	1	1	0	1	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	77						
		Total High School Graduates	89						
	019907003	OPTIONS							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	93						
		Total High School Graduates	96						
	019907002	TEXAS H S							
		Four-Year Public University	60	16	6	10	8	20	0
		Two-Year Public Colleges	64	16	9	7	14	14	4
		Independent Colleges & Universities	7						
		Not Trackable	13						
		Not Found	157						
		Total High School Graduates	301						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BRAZORIA COUNTY									
	ALVIN ISD								
	020901001	ALVIN H S							
		Four-Year Public University	89	16	8	26	27	10	2
		Two-Year Public Colleges	194	65	31	24	43	24	7
		Independent Colleges & Universities	8						
		Not Trackable	28						
		Not Found	364						
		Total High School Graduates	683						
	020901002	MANVEL H S							
		Four-Year Public University	95	23	17	16	16	23	0
		Two-Year Public Colleges	133	49	21	17	27	15	4
		Independent Colleges & Universities	10						
		Not Trackable	30						
		Not Found	226						
		Total High School Graduates	494						
	020901006	SHADOW CREEK H S							
		Four-Year Public University	216	57	22	33	39	64	1
		Two-Year Public Colleges	128	38	19	14	29	24	4
		Independent Colleges & Universities	21						
		Not Trackable	46						
		Not Found	219						
		Total High School Graduates	630						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ANGLETON ISD								
	020902001 ANGLETON H S								
		Four-Year Public University	59	10	7	14	17	10	1
		Two-Year Public Colleges	187	68	22	18	26	30	23
		Independent Colleges & Universities	8						
		Not Trackable	15						
		Not Found	195						
		Total High School Graduates	464						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BRAZOSPORT ISD									
	020905006	BRAZOS SUCCESS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	21	13	3	2	0	2	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	69						
		Total High School Graduates	95						
	020905001	BRAZOSPORT H S							
		Four-Year Public University	28	7	5	4	6	6	0
		Two-Year Public Colleges	74	34	5	9	9	12	5
		Independent Colleges & Universities	0						
		Not Trackable	14						
		Not Found	101						
		Total High School Graduates	217						
	020905002	BRAZOSWOOD H S							
		Four-Year Public University	88	14	11	12	23	28	0
		Two-Year Public Colleges	226	77	24	34	37	45	9
		Independent Colleges & Universities	8						
		Not Trackable	24						
		Not Found	187						
		Total High School Graduates	533						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	COLUMBIA-BRAZORIA ISD								
	020907001 COLUMBIA H S								
		Four-Year Public University	26	8	2	4	4	8	0
		Two-Year Public Colleges	62	24	3	10	10	11	4
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	75						
		Total High School Graduates	169						
	DANBURY ISD								
	020904001 DANBURY H S								
		Four-Year Public University	8	1	3	2	2	0	0
		Two-Year Public Colleges	29	15	6	1	4	2	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	65						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PEARLAND ISD								
	020908007	GLENDA DAWSON H S							
		Four-Year Public University	231	27	22	24	47	111	0
		Two-Year Public Colleges	125	40	18	11	16	35	5
		Independent Colleges & Universities	25						
		Not Trackable	37						
		Not Found	197						
		Total High School Graduates	615						
	020908001	PEARLAND H S							
		Four-Year Public University	168	27	21	25	35	60	0
		Two-Year Public Colleges	228	69	28	37	36	54	4
		Independent Colleges & Universities	23						
		Not Trackable	28						
		Not Found	305						
		Total High School Graduates	752						
	020908009	ROBERT TURNER COLLEGE AND CAREER H S							
		Four-Year Public University	92	18	11	13	17	33	0
		Two-Year Public Colleges	71	25	7	12	13	10	4
		Independent Colleges & Universities	3						
		Not Trackable	19						
		Not Found	98						
		Total High School Graduates	283						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SWEENY ISD								
	020906002	SWEENY H S							
		Four-Year Public University	28	5	0	2	10	11	0
		Two-Year Public Colleges	49	17	7	4	7	12	2
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	49						
		Total High School Graduates	128						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BRAZOS COUNTY									
	BRYAN ISD								
	021902003	BRYAN COLLEGIATE H S							
		Four-Year Public University	42	9	5	8	9	11	0
		Two-Year Public Colleges	22	9	4	2	2	3	2
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	25						
		Total High School Graduates	97						
	021902002	JAMES EARL RUDDER H S							
		Four-Year Public University	51	24	6	6	10	5	0
		Two-Year Public Colleges	83	33	19	6	6	9	10
		Independent Colleges & Universities	4						
		Not Trackable	20						
		Not Found	208						
		Total High School Graduates	366						
	021902017	THE MARY CATHERINE HARRIS SCHOOL-SCHOOL OF CHOICE							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	1	2	0	1	1	1
		Independent Colleges & Universities	0						
		Not Trackable	17						
		Not Found	138						
		Total High School Graduates	161						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	021902001	TRAVIS B BRYAN H S							
		Four-Year Public University	75	11	13	11	15	24	1
		Two-Year Public Colleges	92	39	14	14	15	6	4
		Independent Colleges & Universities	5						
		Not Trackable	32						
		Not Found	261						
		Total High School Graduates	465						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	COLLEGE STATION ISD								
	021901001	A & M CONS H S							
		Four-Year Public University	110	9	6	15	24	56	0
		Two-Year Public Colleges	102	34	17	12	14	22	3
		Independent Colleges & Universities	16						
		Not Trackable	30						
		Not Found	144						
		Total High School Graduates	402						
	021901003	COLLEGE STATION H S							
		Four-Year Public University	140	16	10	20	31	63	0
		Two-Year Public Colleges	142	37	22	20	29	29	5
		Independent Colleges & Universities	10						
		Not Trackable	35						
		Not Found	186						
		Total High School Graduates	513						
	021901004	COLLEGE VIEW H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	8	1	0	1	4	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	17						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BREWSTER COUNTY									
	ALPINE ISD								
	022901001	ALPINE H S							
		Four-Year Public University	34	13	5	5	7	4	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	62						
BROOKS COUNTY									
	BROOKS COUNTY ISD								
	024901001	FALFURRIAS H S							
		Four-Year Public University	23	8	2	6	5	2	0
		Two-Year Public Colleges	9	7	0	0	0	1	1
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	55						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BROWN COUNTY									
	BANGS ISD								
	025901001	BANGS H S							
		Four-Year Public University	19	5	1	5	3	5	0
		Two-Year Public Colleges	9	2	0	2	1	4	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	61						
	BROWNWOOD ISD								
	025902001	BROWNWOOD H S							
		Four-Year Public University	43	13	7	5	11	6	1
		Two-Year Public Colleges	18	5	3	2	1	4	3
		Independent Colleges & Universities	27						
		Not Trackable	2						
		Not Found	100						
		Total High School Graduates	190						
	EARLY ISD								
	025909001	EARLY H S							
		Four-Year Public University	14	2	3	2	4	2	1
		Two-Year Public Colleges	17	0	1	5	6	4	1
		Independent Colleges & Universities	11						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	72						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BURLESON COUNTY									
	CALDWELL ISD								
	026901001	CALDWELL H S							
		Four-Year Public University	20	4	2	1	5	8	0
		Two-Year Public Colleges	21	10	2	0	3	5	1
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	66						
		Total High School Graduates	114						
	SNOOK ISD								
	026903002	SNOOK SECONDARY							
		Four-Year Public University	2						
		Two-Year Public Colleges	11	3	0	4	2	2	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	36						
	SOMERVILLE ISD								
	026902001	SOMERVILLE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	1	0	3	4	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	26						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BURNET COUNTY									
	BURNET CISD								
	027903001	BURNET H S							
		Four-Year Public University	45	7	4	11	13	10	0
		Two-Year Public Colleges	23	10	0	2	4	6	1
		Independent Colleges & Universities	13						
		Not Trackable	8						
		Not Found	96						
		Total High School Graduates	185						
	027903003	QUEST H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	2	2	3	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	38						
		Total High School Graduates	46						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MARBLE FALLS ISD								
	027904002	FALLS CAREER H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	5	4	1	0	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	52						
		Total High School Graduates	59						
	027904001	MARBLE FALLS H S							
		Four-Year Public University	39	6	5	8	10	10	0
		Two-Year Public Colleges	37	15	7	5	4	3	3
		Independent Colleges & Universities	6						
		Not Trackable	12						
		Not Found	140						
		Total High School Graduates	234						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALDWELL COUNTY									
	LOCKHART ISD								
	028902001	LOCKHART H S							
		Four-Year Public University	53	14	4	10	13	11	1
		Two-Year Public Colleges	22	9	5	2	2	2	2
		Independent Colleges & Universities	8						
		Not Trackable	29						
		Not Found	234						
		Total High School Graduates	346						
	028902038	LOCKHART PRIDE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	33						
	LULING ISD								
	028903001	LULING H S							
		Four-Year Public University	9	2	0	2	1	4	0
		Two-Year Public Colleges	11	2	3	2	1	2	1
		Independent Colleges & Universities	2						
		Not Trackable	7						
		Not Found	57						
		Total High School Graduates	86						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALHOUN COUNTY									
	CALHOUN COUNTY ISD								
	029901001	CALHOUN H S							
		Four-Year Public University	41	7	2	7	6	19	0
		Two-Year Public Colleges	71	20	13	16	12	10	0
		Independent Colleges & Universities	3						
		Not Trackable	7						
		Not Found	113						
		Total High School Graduates	235						
	029901003	HOPE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CALLAHAN COUNTY									
	CLYDE CISD								
	030902001	CLYDE H S							
		Four-Year Public University	23	3	5	5	4	6	0
		Two-Year Public Colleges	29	6	7	3	5	7	1
		Independent Colleges & Universities	10						
		Not Trackable	0						
		Not Found	37						
		Total High School Graduates	99						
	CROSS PLAINS ISD								
	030901001	CROSS PLAINS H S							
		Four-Year Public University	8	0	1	2	0	5	0
		Two-Year Public Colleges	6	1	2	0	1	2	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	11						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CAMERON COUNTY									
	BROWNSVILLE ISD								
	031901008	BROWNSVILLE EARLY COLLEGE H S							
		Four-Year Public University	74	13	6	9	20	25	1
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	6						
		Total High School Graduates	89						
	031901001	HANNA EARLY COLLEGE H S							
		Four-Year Public University	179	53	17	17	40	52	0
		Two-Year Public Colleges	134	45	16	20	27	20	6
		Independent Colleges & Universities	6						
		Not Trackable	34						
		Not Found	229						
		Total High School Graduates	582						
	031901007	LOPEZ EARLY COLLEGE H S							
		Four-Year Public University	100	29	8	16	22	25	0
		Two-Year Public Colleges	70	27	3	11	12	16	1
		Independent Colleges & Universities	0						
		Not Trackable	31						
		Not Found	205						
		Total High School Graduates	406						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	031901003	PACE EARLY COLLEGE H S							
		Four-Year Public University	109	30	16	19	23	17	4
		Two-Year Public Colleges	96	50	9	10	14	11	2
		Independent Colleges & Universities	5						
		Not Trackable	44						
		Not Found	203						
		Total High School Graduates	457						
	031901002	PORTER EARLY COLLEGE H S							
		Four-Year Public University	92	24	13	15	16	20	4
		Two-Year Public Colleges	87	44	10	8	11	8	6
		Independent Colleges & Universities	0						
		Not Trackable	53						
		Not Found	239						
		Total High School Graduates	471						
	031901004	RIVERA EARLY COLLEGE H S							
		Four-Year Public University	97	21	9	22	12	33	0
		Two-Year Public Colleges	121	63	15	18	10	11	4
		Independent Colleges & Universities	3						
		Not Trackable	28						
		Not Found	225						
		Total High School Graduates	474						
	031901009	VETERANS MEMORIAL EARLY COLLEGE H S							
		Four-Year Public University	231	41	25	39	76	49	1
		Two-Year Public Colleges	108	53	12	17	10	15	1
		Independent Colleges & Universities	9						
		Not Trackable	51						
		Not Found	154						
		Total High School Graduates	553						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARLINGEN CISD								
	031903005	EARLY COLLEGE H S							
		Four-Year Public University	44	6	5	5	7	20	1
		Two-Year Public Colleges	7	2	0	0	0	5	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	11						
		Total High School Graduates	66						
	031903001	HARLINGEN H S							
		Four-Year Public University	169	57	29	27	26	27	3
		Two-Year Public Colleges	143	78	17	18	6	10	14
		Independent Colleges & Universities	9						
		Not Trackable	29						
		Not Found	294						
		Total High School Graduates	644						
	031903002	HARLINGEN H S - SOUTH							
		Four-Year Public University	123	37	5	27	20	32	2
		Two-Year Public Colleges	121	52	11	20	14	14	10
		Independent Colleges & Universities	9						
		Not Trackable	21						
		Not Found	203						
		Total High School Graduates	477						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	031903008	HARLINGEN SCHOOL OF HEALTH PROFESSIONS							
		Four-Year Public University	33	4	5	7	7	10	0
		Two-Year Public Colleges	17	7	0	3	1	4	2
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	14						
		Total High School Graduates	69						
	LA FERIA ISD								
	031905002	LA FERIA ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	4	1	0	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	33						
	031905001	LA FERIA H S							
		Four-Year Public University	59	17	6	6	12	17	1
		Two-Year Public Colleges	49	21	8	12	3	2	3
		Independent Colleges & Universities	3						
		Not Trackable	17						
		Not Found	91						
		Total High School Graduates	219						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LOS FRESNOS CISD								
	031906001 LOS FRESNOS H S								
		Four-Year Public University	243	54	28	44	46	70	1
		Two-Year Public Colleges	160	60	15	21	34	22	8
		Independent Colleges & Universities	9						
		Not Trackable	41						
		Not Found	300						
		Total High School Graduates	753						
	POINT ISABEL ISD								
	031909001 PORT ISABEL H S								
		Four-Year Public University	35	15	4	7	3	5	1
		Two-Year Public Colleges	21	7	2	4	3	3	2
		Independent Colleges & Universities	6						
		Not Trackable	17						
		Not Found	75						
		Total High School Graduates	154						
	RIO HONDO ISD								
	031911001 RIO HONDO H S								
		Four-Year Public University	21	3	4	4	3	7	0
		Two-Year Public Colleges	21	9	0	3	4	3	2
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	85						
		Total High School Graduates	130						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SAN BENITO CISD								
	031912009	GATEWAY TO GRADUATION ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	1	0	0	1	1	3
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	74						
		Total High School Graduates	85						
	031912001	SAN BENITO H S							
		Four-Year Public University	138	41	18	17	31	30	1
		Two-Year Public Colleges	100	47	14	9	11	12	7
		Independent Colleges & Universities	14						
		Not Trackable	21						
		Not Found	328						
		Total High School Graduates	601						
	SANTA MARIA ISD								
	031913001	SANTA MARIA H S							
		Four-Year Public University	12	6	2	2	1	1	0
		Two-Year Public Colleges	9	4	0	0	0	2	3
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	20						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SANTA ROSA ISD								
	031914001	SANTA ROSA H S							
		Four-Year Public University	30	10	3	7	3	6	1
		Two-Year Public Colleges	16	6	1	3	2	2	2
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	37						
		Total High School Graduates	90						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOUTH TEXAS ISD								
	031916004	SOUTH TEXAS ISD HEALTH PROFESSIONS							
		Four-Year Public University	131	24	8	21	28	49	1
		Two-Year Public Colleges	48	18	6	6	9	6	3
		Independent Colleges & Universities	6						
		Not Trackable	12						
		Not Found	34						
		Total High School Graduates	231						
	031916003	SOUTH TEXAS ISD MEDICAL PROFESSIONS							
		Four-Year Public University	97	16	13	15	24	29	0
		Two-Year Public Colleges	45	16	6	6	6	8	3
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	38						
		Total High School Graduates	190						
	031916005	SOUTH TEXAS ISD SCIENCE ACADEMY							
		Four-Year Public University	102	16	13	10	27	35	1
		Two-Year Public Colleges	15	5	1	2	3	4	0
		Independent Colleges & Universities	8						
		Not Trackable	8						
		Not Found	37						
		Total High School Graduates	170						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	031916001	SOUTH TEXAS ISD WORLD SCHOLARS							
		Four-Year Public University	58	17	4	7	14	16	0
		Two-Year Public Colleges	20	10	2	4	2	0	2
		Independent Colleges & Universities	4						
		Not Trackable	8						
		Not Found	36						
		Total High School Graduates	126						
CAMP COUNTY									
	PITTSBURG ISD								
	032902002	PITTSBURG H S							
		Four-Year Public University	20	3	0	3	7	7	0
		Two-Year Public Colleges	44	13	3	8	8	10	2
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	71						
		Total High School Graduates	142						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CARSON COUNTY									
	PANHANDLE ISD								
	033902001	PANHANDLE H S							
		Four-Year Public University	19	0	3	6	2	8	0
		Two-Year Public Colleges	8	3	1	1	2	1	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	57						
	WHITE DEER ISD								
	033904001	WHITE DEER H S							
		Four-Year Public University	5	0	1	1	3	0	0
		Two-Year Public Colleges	11	1	0	2	6	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	11						
		Total High School Graduates	27						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CASS COUNTY									
	ATLANTA ISD								
	034901001	ATLANTA H S							
		Four-Year Public University	10	1	1	2	3	3	0
		Two-Year Public Colleges	26	8	4	4	5	4	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	65						
		Total High School Graduates	104						
	HUGHES SPRINGS ISD								
	034903001	HUGHES SPRINGS H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	40	6	5	4	11	12	2
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	81						
	LINDEN-KILDARE CISD								
	034905002	LINDEN-KILDARE H S							
		Four-Year Public University	6	1	0	2	1	2	0
		Two-Year Public Colleges	22	9	0	6	7	0	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	61						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MCLEOD ISD								
	034906001	MCLEOD H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	15	5	2	1	3	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	36						
	QUEEN CITY ISD								
	034907001	QUEEN CITY H S							
		Four-Year Public University	10	5	1	0	3	1	0
		Two-Year Public Colleges	27	6	3	4	5	8	1
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	48						
		Total High School Graduates	89						
CASTRO COUNTY									
	DIMMITT ISD								
	035901001	DIMMITT H S							
		Four-Year Public University	15	3	2	1	3	5	1
		Two-Year Public Colleges	19	6	3	3	3	4	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	47						
		Total High School Graduates	86						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CHAMBERS COUNTY									
	ANAHUAC ISD								
	036901001	ANAHUAC H S							
		Four-Year Public University	24	7	2	4	8	3	0
		Two-Year Public Colleges	35	13	6	1	4	7	4
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	38						
		Total High School Graduates	102						
	BARBERS HILL ISD								
	036902001	BARBERS HILL H S							
		Four-Year Public University	97	14	13	14	22	34	0
		Two-Year Public Colleges	156	42	23	27	30	29	5
		Independent Colleges & Universities	5						
		Not Trackable	11						
		Not Found	113						
		Total High School Graduates	382						
	EAST CHAMBERS ISD								
	036903001	EAST CHAMBERS H S							
		Four-Year Public University	21	2	0	2	7	9	1
		Two-Year Public Colleges	15	6	1	5	2	1	0
		Independent Colleges & Universities	1						
		Not Trackable	11						
		Not Found	42						
		Total High School Graduates	90						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CHEROKEE COUNTY									
	ALTO ISD								
	037901001	ALTO H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	11	2	1	2	3	2	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	30						
		Total High School Graduates	48						
	JACKSONVILLE ISD								
	037904002	JACKSONVILLE H S							
		Four-Year Public University	37	8	3	6	3	17	0
		Two-Year Public Colleges	69	26	10	9	15	6	3
		Independent Colleges & Universities	8						
		Not Trackable	10						
		Not Found	173						
		Total High School Graduates	297						
	RUSK ISD								
	037907002	RUSK H S							
		Four-Year Public University	8	1	0	2	2	3	0
		Two-Year Public Colleges	61	21	7	7	12	10	4
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	69						
		Total High School Graduates	144						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CHILDRESS COUNTY									
	CHILDRESS ISD								
	038901001	CHILDRESS H S							
		Four-Year Public University	17	3	0	6	4	4	0
		Two-Year Public Colleges	7	0	2	3	0	2	0
		Independent Colleges & Universities	6						
		Not Trackable	3						
		Not Found	34						
		Total High School Graduates	67						
CLAY COUNTY									
	HENRIETTA ISD								
	039902001	HENRIETTA H S							
		Four-Year Public University	22	4	3	2	2	11	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	52						
	PETROLIA CISD								
	039903001	PETROLIA JUNIOR HIGH/HIGH SCHOOL							
		Four-Year Public University	7	2	1	1	3	0	0
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	20						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COCHRAN COUNTY									
	MORTON ISD								
	040901001	MORTON SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	9	2	0	2	1	4	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	29						
COLEMAN COUNTY									
	COLEMAN ISD								
	042901001	COLEMAN H S							
		Four-Year Public University	12	1	0	2	6	3	0
		Two-Year Public Colleges	16	6	2	2	1	5	0
		Independent Colleges & Universities	7						
		Not Trackable	2						
		Not Found	29						
		Total High School Graduates	66						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COLLIN COUNTY									
	ALLEN ISD								
	043901001	ALLEN H S							
		Four-Year Public University	462	39	36	57	87	241	2
		Two-Year Public Colleges	431	122	53	43	83	123	7
		Independent Colleges & Universities	47						
		Not Trackable	113						
		Not Found	652						
		Total High School Graduates	1,705						
	ANNA ISD								
	043902001	ANNA H S							
		Four-Year Public University	30	7	3	3	9	8	0
		Two-Year Public Colleges	67	31	8	9	14	5	0
		Independent Colleges & Universities	4						
		Not Trackable	20						
		Not Found	103						
		Total High School Graduates	224						
	BLUE RIDGE ISD								
	043917001	BLUE RIDGE H S							
		Four-Year Public University	11	2	2	1	2	3	1
		Two-Year Public Colleges	19	8	1	2	3	4	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	31						
		Total High School Graduates	63						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CELINA ISD								
	043903001	CELINA H S							
		Four-Year Public University	33	5	2	6	9	11	0
		Two-Year Public Colleges	67	17	8	10	12	17	3
		Independent Colleges & Universities	6						
		Not Trackable	5						
		Not Found	97						
		Total High School Graduates	208						
	COMMUNITY ISD								
	043918001	COMMUNITY H S							
		Four-Year Public University	36	4	2	9	7	12	2
		Two-Year Public Colleges	44	18	8	5	6	6	1
		Independent Colleges & Universities	3						
		Not Trackable	18						
		Not Found	99						
		Total High School Graduates	200						
	FARMERSVILLE ISD								
	043904001	FARMERSVILLE H S							
		Four-Year Public University	18	2	1	2	6	7	0
		Two-Year Public Colleges	39	12	6	6	8	6	1
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	67						
		Total High School Graduates	129						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	FRISCO ISD								
	043905002	CENTENNIAL H S							
		Four-Year Public University	180	22	10	20	32	94	2
		Two-Year Public Colleges	106	23	15	9	22	30	7
		Independent Colleges & Universities	15						
		Not Trackable	66						
		Not Found	135						
		Total High School Graduates	502						
	043905001	FRISCO H S							
		Four-Year Public University	103	13	11	11	19	49	0
		Two-Year Public Colleges	80	30	10	6	12	19	3
		Independent Colleges & Universities	17						
		Not Trackable	58						
		Not Found	159						
		Total High School Graduates	417						
	043905007	HERITAGE H S							
		Four-Year Public University	146	18	17	16	30	64	1
		Two-Year Public Colleges	121	36	13	10	15	44	3
		Independent Colleges & Universities	11						
		Not Trackable	54						
		Not Found	145						
		Total High School Graduates	477						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	043905009	INDEPENDENCE H S							
		Four-Year Public University	132	15	14	15	27	61	0
		Two-Year Public Colleges	112	34	13	9	20	34	2
		Independent Colleges & Universities	19						
		Not Trackable	61						
		Not Found	172						
		Total High School Graduates	496						
	043905011	LEBANON TRAIL H S							
		Four-Year Public University	132	7	9	12	27	77	0
		Two-Year Public Colleges	117	39	14	10	24	30	0
		Independent Colleges & Universities	12						
		Not Trackable	76						
		Not Found	131						
		Total High School Graduates	468						
	043905006	LIBERTY H S							
		Four-Year Public University	146	14	7	15	28	80	2
		Two-Year Public Colleges	93	26	11	9	15	30	2
		Independent Colleges & Universities	15						
		Not Trackable	82						
		Not Found	125						
		Total High School Graduates	461						
	043905008	LONE STAR H S							
		Four-Year Public University	136	21	8	18	21	67	1
		Two-Year Public Colleges	111	33	20	10	17	28	3
		Independent Colleges & Universities	9						
		Not Trackable	44						
		Not Found	172						
		Total High School Graduates	472						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	043905012	MEMORIAL H S							
		Four-Year Public University	77	9	8	6	16	37	1
		Two-Year Public Colleges	98	24	12	10	24	26	2
		Independent Colleges & Universities	13						
		Not Trackable	44						
		Not Found	141						
		Total High School Graduates	373						
	043905010	REEDY H S							
		Four-Year Public University	147	10	11	14	36	76	0
		Two-Year Public Colleges	75	18	2	10	19	25	1
		Independent Colleges & Universities	19						
		Not Trackable	63						
		Not Found	156						
		Total High School Graduates	460						
	043905005	WAKELAND H S							
		Four-Year Public University	142	14	12	18	34	64	0
		Two-Year Public Colleges	102	20	10	13	17	38	4
		Independent Colleges & Universities	21						
		Not Trackable	30						
		Not Found	211						
		Total High School Graduates	506						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS								
	043801001	IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS							
		Four-Year Public University	15	1	0	1	3	10	0
		Two-Year Public Colleges	6	1	0	1	1	3	0
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	14						
		Total High School Graduates	42						
	LOVEJOY ISD								
	043919001	LOVEJOY H S							
		Four-Year Public University	110	9	6	13	27	53	2
		Two-Year Public Colleges	69	9	8	9	10	28	5
		Independent Colleges & Universities	19						
		Not Trackable	15						
		Not Found	160						
		Total High School Graduates	373						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MCKINNEY ISD								
	043907007	MCKINNEY BOYD H S							
		Four-Year Public University	115	16	5	17	26	50	1
		Two-Year Public Colleges	149	43	20	16	32	34	4
		Independent Colleges & Universities	15						
		Not Trackable	143						
		Not Found	239						
		Total High School Graduates	661						
	043907002	MCKINNEY H S							
		Four-Year Public University	108	18	12	12	27	39	0
		Two-Year Public Colleges	176	62	24	17	26	40	7
		Independent Colleges & Universities	17						
		Not Trackable	94						
		Not Found	297						
		Total High School Graduates	692						
	043907004	MCKINNEY NORTH H S							
		Four-Year Public University	84	12	9	12	18	33	0
		Two-Year Public Colleges	145	48	11	24	29	30	3
		Independent Colleges & Universities	15						
		Not Trackable	80						
		Not Found	214						
		Total High School Graduates	538						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MELISSA ISD								
	043908001	MELISSA H S							
		Four-Year Public University	43	5	5	5	7	21	0
		Two-Year Public Colleges	69	30	8	9	7	14	1
		Independent Colleges & Universities	3						
		Not Trackable	8						
		Not Found	126						
		Total High School Graduates	249						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PLANO ISD								
	043910006	PLANO EAST SR H S							
		Four-Year Public University	335	26	19	49	89	151	1
		Two-Year Public Colleges	289	113	18	29	47	71	11
		Independent Colleges & Universities	41						
		Not Trackable	223						
		Not Found	396						
		Total High School Graduates	1,284						
	043910008	PLANO ISD ACADEMY H S							
		Four-Year Public University	21	3	2	1	7	8	0
		Two-Year Public Colleges	29	10	0	1	6	11	1
		Independent Colleges & Universities	0						
		Not Trackable	21						
		Not Found	27						
		Total High School Graduates	98						
	043910001	PLANO SR H S							
		Four-Year Public University	245	36	14	36	46	112	1
		Two-Year Public Colleges	273	91	35	25	39	71	12
		Independent Colleges & Universities	29						
		Not Trackable	228						
		Not Found	430						
		Total High School Graduates	1,205						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	043910010 PLANO WEST SENIOR H S								
		Four-Year Public University	316	30	24	31	64	166	1
		Two-Year Public Colleges	231	70	27	27	47	56	4
		Independent Colleges & Universities	31						
		Not Trackable	279						
		Not Found	451						
		Total High School Graduates	1,308						
	PRINCETON ISD								
	043911001 PRINCETON H S								
		Four-Year Public University	42	5	8	8	12	8	1
		Two-Year Public Colleges	84	41	6	12	13	11	1
		Independent Colleges & Universities	6						
		Not Trackable	37						
		Not Found	176						
		Total High School Graduates	345						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PROSPER ISD								
	043912001	PROSPER H S							
		Four-Year Public University	139	11	8	19	37	62	2
		Two-Year Public Colleges	184	44	16	28	40	47	9
		Independent Colleges & Universities	25						
		Not Trackable	46						
		Not Found	259						
		Total High School Graduates	653						
	043912005	ROCK HILL H S							
		Four-Year Public University	78	6	4	10	22	36	0
		Two-Year Public Colleges	91	30	12	8	14	20	7
		Independent Colleges & Universities	6						
		Not Trackable	31						
		Not Found	147						
		Total High School Graduates	353						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WYLIE ISD								
	043914004	ACHIEVE ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	20	17	1	1	0	1	0
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	58						
		Total High School Graduates	87						
	043914003	WYLIE EAST H S							
		Four-Year Public University	82	14	4	10	26	28	0
		Two-Year Public Colleges	151	62	19	18	26	23	3
		Independent Colleges & Universities	9						
		Not Trackable	36						
		Not Found	151						
		Total High School Graduates	429						
	043914001	WYLIE H S							
		Four-Year Public University	147	10	17	21	41	58	0
		Two-Year Public Colleges	213	63	24	21	47	56	2
		Independent Colleges & Universities	21						
		Not Trackable	48						
		Not Found	177						
		Total High School Graduates	606						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COLLINGSWORTH COUNTY									
	WELLINGTON ISD								
	044902001	WELLINGTON H S							
		Four-Year Public University	7	0	0	4	1	2	0
		Two-Year Public Colleges	7	2	2	0	3	0	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	16						
		Total High School Graduates	32						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COLORADO COUNTY									
	COLUMBUS ISD								
	045902001	COLUMBUS H S							
		Four-Year Public University	21	9	2	4	4	2	0
		Two-Year Public Colleges	36	12	6	4	4	7	3
		Independent Colleges & Universities	1						
		Not Trackable	11						
		Not Found	52						
		Total High School Graduates	121						
	RICE CISD								
	045903001	RICE H S							
		Four-Year Public University	10	2	1	0	3	4	0
		Two-Year Public Colleges	41	16	6	4	9	5	1
		Independent Colleges & Universities	2						
		Not Trackable	9						
		Not Found	25						
		Total High School Graduates	87						
	WEIMAR ISD								
	045905002	WEIMAR H S							
		Four-Year Public University	9	0	1	3	3	1	1
		Two-Year Public Colleges	16	3	3	2	3	2	3
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	50						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COMAL COUNTY									
	COMAL ISD								
	046902001	CANYON H S							
		Four-Year Public University	178	40	29	22	35	51	1
		Two-Year Public Colleges	82	15	14	16	12	22	3
		Independent Colleges & Universities	37						
		Not Trackable	29						
		Not Found	250						
		Total High School Graduates	576						
	046902003	CANYON LAKE H S							
		Four-Year Public University	41	9	4	7	8	12	1
		Two-Year Public Colleges	25	4	5	3	9	4	0
		Independent Colleges & Universities	9						
		Not Trackable	16						
		Not Found	108						
		Total High School Graduates	199						
	046902201	COMAL ACADEMY							
		Four-Year Public University	2						
		Two-Year Public Colleges	7	2	1	0	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	98						
		Total High School Graduates	116						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	046902007	MEMORIAL EARLY COLLEGE H S WITH ST PHILIP'S							
		Four-Year Public University	50	8	4	10	14	13	1
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	6						
		Not Trackable	1						
		Not Found	13						
		Total High School Graduates	73						
	046902002	SMITHSON VALLEY H S							
		Four-Year Public University	243	35	26	37	43	99	3
		Two-Year Public Colleges	152	30	21	24	30	41	6
		Independent Colleges & Universities	28						
		Not Trackable	35						
		Not Found	205						
		Total High School Graduates	663						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEW BRAUNFELS ISD								
	046901001	NEW BRAUNFELS H S							
		Four-Year Public University	146	32	16	22	28	47	1
		Two-Year Public Colleges	105	31	10	17	19	23	5
		Independent Colleges & Universities	37						
		Not Trackable	14						
		Not Found	211						
		Total High School Graduates	513						
	046901038	THE NBISD LEARNING CENTER							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	2	1	1	2	0	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	81						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COMANCHE COUNTY									
	COMANCHE ISD								
	047901001	COMANCHE H S							
		Four-Year Public University	33	10	4	6	3	10	0
		Two-Year Public Colleges	11	4	2	1	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	39						
		Total High School Graduates	86						
	DE LEON ISD								
	047902001	DE LEON H S							
		Four-Year Public University	15	5	2	2	3	3	0
		Two-Year Public Colleges	16	4	5	3	1	2	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
COOKE COUNTY									
	CALLISBURG ISD								
	049905001	CALLISBURG H S							
		Four-Year Public University	11	1	1	0	6	3	0
		Two-Year Public Colleges	15	6	2	2	2	3	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	45						
		Total High School Graduates	75						
	ERA ISD								
	049906001	ERA SCHOOL							
		Four-Year Public University	4						
		Two-Year Public Colleges	12	4	0	2	1	3	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	28						
	GAINESVILLE ISD								
	049901001	GAINESVILLE H S							
		Four-Year Public University	15	5	2	1	2	5	0
		Two-Year Public Colleges	32	13	5	3	5	3	3
		Independent Colleges & Universities	1						
		Not Trackable	13						
		Not Found	119						
		Total High School Graduates	180						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LINDSAY ISD								
	049907001 LINDSAY H S								
		Four-Year Public University	13	0	0	2	4	7	0
		Two-Year Public Colleges	14	2	2	1	5	4	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	43						
	MUENSTER ISD								
	049902001 MUENSTER H S								
		Four-Year Public University	15	0	2	3	2	8	0
		Two-Year Public Colleges	17	5	1	0	6	5	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	11						
		Total High School Graduates	44						
	VALLEY VIEW ISD								
	049903001 VALLEY VIEW H S								
		Four-Year Public University	9	0	1	3	3	2	0
		Two-Year Public Colleges	15	5	2	4	1	3	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	32						
		Total High School Graduates	58						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CORYELL COUNTY									
	COPPERAS COVE ISD								
	050910001	COPPERAS COVE H S							
		Four-Year Public University	77	22	5	14	15	20	1
		Two-Year Public Colleges	94	40	20	8	15	10	1
		Independent Colleges & Universities	16						
		Not Trackable	5						
		Not Found	242						
		Total High School Graduates	434						
	050910005	CROSSROADS H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	11	5	0	1	4	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	57						
		Total High School Graduates	69						
	GATESVILLE ISD								
	050902001	GATESVILLE H S							
		Four-Year Public University	35	8	0	7	8	12	0
		Two-Year Public Colleges	38	17	3	3	5	8	2
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	90						
		Total High School Graduates	168						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CRANE COUNTY									
	CRANE ISD								
	052901001	CRANE H S							
		Four-Year Public University	15	6	0	0	3	6	0
		Two-Year Public Colleges	12	4	3	0	2	3	0
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	30						
		Total High School Graduates	65						
CROCKETT COUNTY									
	CROCKETT COUNTY CONSOLIDATED CSD								
	053001001	OZONA H S							
		Four-Year Public University	11	0	1	4	3	3	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	45						
CROSBY COUNTY									
	CROSBYTON CISD								
	054901001	CROSBYTON SECONDARY							
		Four-Year Public University	2						
		Two-Year Public Colleges	13	5	1	1	3	3	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	26						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DALLAM COUNTY									
	DALHART ISD								
	056901001	DALHART H S							
		Four-Year Public University	43	6	7	7	9	13	1
		Two-Year Public Colleges	17	12	1	0	1	3	0
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	43						
		Total High School Graduates	112						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DALLAS COUNTY									
	A+ ACADEMY								
	057829002	A+ SECONDARY SCHOOL							
		Four-Year Public University	14	2	0	5	3	3	1
		Two-Year Public Colleges	15	8	1	0	4	2	0
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	53						
		Total High School Graduates	90						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CARROLLTON-FARMERS BRANCH ISD									
	057903006	CREEKVIEW H S							
		Four-Year Public University	76	16	7	12	10	31	0
		Two-Year Public Colleges	111	39	12	11	20	25	4
		Independent Colleges & Universities	8						
		Not Trackable	63						
		Not Found	168						
		Total High School Graduates	426						
	057903010	EARLY COLLEGE H S							
		Four-Year Public University	47	10	6	13	7	11	0
		Two-Year Public Colleges	8	3	0	1	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	9						
		Not Found	19						
		Total High School Graduates	84						
	057903003	GRIMES EDUCATION CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	5	0	1	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	11						
		Not Found	45						
		Total High School Graduates	62						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057903007	RANCHVIEW H S							
		Four-Year Public University	53	8	6	13	10	16	0
		Two-Year Public Colleges	39	15	0	7	6	9	2
		Independent Colleges & Universities	1						
		Not Trackable	35						
		Not Found	87						
		Total High School Graduates	215						
	057903002	SMITH H S							
		Four-Year Public University	45	12	4	7	10	12	0
		Two-Year Public Colleges	109	58	9	14	10	14	4
		Independent Colleges & Universities	2						
		Not Trackable	82						
		Not Found	141						
		Total High School Graduates	379						
	057903001	TURNER H S							
		Four-Year Public University	73	19	8	9	13	22	2
		Two-Year Public Colleges	152	75	20	12	15	26	4
		Independent Colleges & Universities	5						
		Not Trackable	60						
		Not Found	163						
		Total High School Graduates	453						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CEDAR HILL ISD								
	057904003	CEDAR HILL COLLEGIATE H S							
		Four-Year Public University	54	7	5	9	16	17	0
		Two-Year Public Colleges	5	1	1	3	0	0	0
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	12						
		Total High School Graduates	78						
	057904001	CEDAR HILL H S							
		Four-Year Public University	113	34	28	15	21	12	3
		Two-Year Public Colleges	110	46	19	13	14	11	7
		Independent Colleges & Universities	16						
		Not Trackable	13						
		Not Found	247						
		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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	COPPELL ISD								
	057922001	COPPELL H S							
		Four-Year Public University	314	31	26	35	63	159	0
		Two-Year Public Colleges	151	18	6	15	28	75	9
		Independent Colleges & Universities	43						
		Not Trackable	146						
		Not Found	257						
		Total High School Graduates	911						
	057922003	NEW TECH H S AT COPPELL							
		Four-Year Public University	27	5	1	7	4	9	1
		Two-Year Public Colleges	24	3	1	4	5	9	2
		Independent Colleges & Universities	1						
		Not Trackable	9						
		Not Found	18						
		Total High School Graduates	79						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DALLAS ISD								
	057905381	BARACK OBAMA MALE LEADERSHIP ACAD AT A MACEO SMITH							
		Four-Year Public University	11	5	1	2	2	1	0
		Two-Year Public Colleges	7	1	3	0	2	1	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	7						
		Total High School Graduates	30						
	057905034	BOOKER T WASHINGTON SPVA MAGNET							
		Four-Year Public University	46	11	6	2	9	17	1
		Two-Year Public Colleges	45	16	3	7	6	11	2
		Independent Colleges & Universities	10						
		Not Trackable	45						
		Not Found	134						
		Total High School Graduates	280						
	057905001	BRYAN ADAMS H S							
		Four-Year Public University	64	21	9	9	13	12	0
		Two-Year Public Colleges	80	31	9	10	11	15	4
		Independent Colleges & Universities	5						
		Not Trackable	50						
		Not Found	208						
		Total High School Graduates	407						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905383	CITYLAB H S							
		Four-Year Public University	13	5	4	3	0	1	0
		Two-Year Public Colleges	23	12	4	3	2	2	0
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	29						
		Total High School Graduates	72						
	057905023	DAVID W CARTER H S							
		Four-Year Public University	50	26	10	4	7	2	1
		Two-Year Public Colleges	19	9	0	2	2	4	2
		Independent Colleges & Universities	5						
		Not Trackable	19						
		Not Found	109						
		Total High School Graduates	202						
	057905090	DR WRIGHT L LASSITER JR EARLY COLLEGE H S							
		Four-Year Public University	39	4	4	7	5	16	3
		Two-Year Public Colleges	6	1	0	0	1	4	0
		Independent Colleges & Universities	1						
		Not Trackable	9						
		Not Found	8						
		Total High School Graduates	63						
	057905028	EMMETT J CONRAD H S							
		Four-Year Public University	52	19	5	10	7	10	1
		Two-Year Public Colleges	26	11	4	3	3	4	1
		Independent Colleges & Universities	0						
		Not Trackable	82						
		Not Found	127						
		Total High School Graduates	287						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905013	FRANKLIN D ROOSEVELT H S							
		Four-Year Public University	20	7	4	4	1	3	1
		Two-Year Public Colleges	14	8	1	1	1	1	2
		Independent Colleges & Universities	0						
		Not Trackable	16						
		Not Found	84						
		Total High School Graduates	134						
	057905017	H GRADY SPRUCE H S							
		Four-Year Public University	31	15	2	1	4	9	0
		Two-Year Public Colleges	47	20	4	5	7	7	4
		Independent Colleges & Universities	1						
		Not Trackable	45						
		Not Found	172						
		Total High School Graduates	296						
	057905006	HILLCREST H S							
		Four-Year Public University	47	17	7	8	6	9	0
		Two-Year Public Colleges	54	20	8	6	6	10	4
		Independent Colleges & Universities	1						
		Not Trackable	64						
		Not Found	100						
		Total High School Graduates	266						
	057905382	INNOVATION DESIGN ENTREPRENEURSHIP ACADEMY							
		Four-Year Public University	9	6	0	2	0	0	1
		Two-Year Public Colleges	9	5	0	2	1	1	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	34						
		Total High School Graduates	58						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905035	IRMA RANGEL YOUNG WOMEN'S LEADERSHIP SCHOOL							
		Four-Year Public University	13	1	2	0	4	6	0
		Two-Year Public Colleges	8	1	1	0	1	5	0
		Independent Colleges & Universities	5						
		Not Trackable	6						
		Not Found	18						
		Total High School Graduates	50						
	057905032	JAMES MADISON H S							
		Four-Year Public University	15	11	0	3	1	0	0
		Two-Year Public Colleges	10	5	2	0	1	1	1
		Independent Colleges & Universities	7						
		Not Trackable	12						
		Not Found	65						
		Total High School Graduates	109						
	057905038	JUDGE BAREFOOT SANDERS LAW MAGNET							
		Four-Year Public University	42	11	4	10	7	10	0
		Two-Year Public Colleges	29	6	3	0	7	13	0
		Independent Colleges & Universities	5						
		Not Trackable	9						
		Not Found	20						
		Total High School Graduates	105						
	057905008	JUSTIN F KIMBALL H S							
		Four-Year Public University	24	14	3	1	3	2	1
		Two-Year Public Colleges	47	20	8	7	3	5	4
		Independent Colleges & Universities	5						
		Not Trackable	33						
		Not Found	166						
		Total High School Graduates	275						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905085	KATHLYN JOY GILLIAM COLLEGIATE ACADEMY							
		Four-Year Public University	56	22	8	11	8	6	1
		Two-Year Public Colleges	9	3	1	0	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	24						
		Total High School Graduates	92						
	057905012	L G PINKSTON H S							
		Four-Year Public University	23	12	0	4	2	3	2
		Two-Year Public Colleges	21	9	2	3	4	3	0
		Independent Colleges & Universities	0						
		Not Trackable	19						
		Not Found	107						
		Total High School Graduates	170						
	057905009	LINCOLN HUMANITIES/COMMUNICATIONS MAGNET HIGH SCH							
		Four-Year Public University	45	30	5	5	2	2	1
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	4						
		Not Trackable	8						
		Not Found	79						
		Total High School Graduates	140						
	057905005	MOISES E MOLINA H S							
		Four-Year Public University	67	21	12	10	11	12	1
		Two-Year Public Colleges	122	62	10	15	15	12	8
		Independent Colleges & Universities	5						
		Not Trackable	67						
		Not Found	237						
		Total High School Graduates	498						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905003	NEW TECH H S AT B F DARRELL H S							
		Four-Year Public University	11	6	1	1	2	1	0
		Two-Year Public Colleges	6	2	0	0	3	0	1
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	36						
		Total High School Graduates	57						
	057905024	NORTH DALLAS H S							
		Four-Year Public University	23	8	4	3	3	4	1
		Two-Year Public Colleges	25	13	0	6	4	0	2
		Independent Colleges & Universities	4						
		Not Trackable	36						
		Not Found	86						
		Total High School Graduates	174						
	057905037	ROSIE SORRELLS EDUCATION AND SOCIAL SERVICES H S							
		Four-Year Public University	31	2	4	3	12	10	0
		Two-Year Public Colleges	13	5	3	0	2	2	1
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	22						
		Total High School Graduates	73						
	057905039	SCHOOL FOR THE TALENTED AND GIFTED							
		Four-Year Public University	23	1	0	4	2	16	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	8						
		Not Found	32						
		Total High School Graduates	70						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905033	SCHOOL OF BUSINESS AND MANAGEMENT							
		Four-Year Public University	55	19	2	8	15	11	0
		Two-Year Public Colleges	14	5	1	1	2	5	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	31						
		Total High School Graduates	106						
	057905036	SCHOOL OF HEALTH PROFESSIONS							
		Four-Year Public University	55	10	3	17	17	7	1
		Two-Year Public Colleges	31	5	2	2	2	19	1
		Independent Colleges & Universities	2						
		Not Trackable	12						
		Not Found	27						
		Total High School Graduates	127						
	057905026	SCHOOL OF SCIENCE AND ENGINEERING							
		Four-Year Public University	46	10	8	6	8	14	0
		Two-Year Public Colleges	10	2	1	3	2	2	0
		Independent Colleges & Universities	4						
		Not Trackable	13						
		Not Found	34						
		Total High School Graduates	107						
	057905015	SEAGOVILLE H S							
		Four-Year Public University	45	23	4	8	5	4	1
		Two-Year Public Colleges	37	11	6	4	3	12	1
		Independent Colleges & Universities	6						
		Not Trackable	32						
		Not Found	165						
		Total High School Graduates	285						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905025	SKYLINE H S							
		Four-Year Public University	94	33	13	16	16	13	3
		Two-Year Public Colleges	187	57	19	24	31	49	7
		Independent Colleges & Universities	12						
		Not Trackable	111						
		Not Found	353						
		Total High School Graduates	757						
	057905016	SOUTH OAK CLIFF H S							
		Four-Year Public University	29	19	3	2	4	1	0
		Two-Year Public Colleges	26	13	3	2	3	1	4
		Independent Colleges & Universities	6						
		Not Trackable	20						
		Not Found	173						
		Total High School Graduates	254						
	057905018	SUNSET H S							
		Four-Year Public University	57	20	4	10	12	11	0
		Two-Year Public Colleges	90	32	18	9	12	15	4
		Independent Colleges & Universities	6						
		Not Trackable	55						
		Not Found	212						
		Total High School Graduates	420						
	057905007	THOMAS JEFFERSON H S							
		Four-Year Public University	23	3	4	6	5	5	0
		Two-Year Public Colleges	57	22	12	2	3	12	6
		Independent Colleges & Universities	2						
		Not Trackable	95						
		Not Found	137						
		Total High School Graduates	314						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905088	TRINIDAD GARZA EARLY COLLEGE AT MT VIEW							
		Four-Year Public University	47	10	2	8	9	17	1
		Two-Year Public Colleges	7	2	1	0	1	3	0
		Independent Colleges & Universities	4						
		Not Trackable	13						
		Not Found	27						
		Total High School Graduates	98						
	057905002	W H ADAMSON H S							
		Four-Year Public University	41	11	6	10	10	3	1
		Two-Year Public Colleges	69	36	5	4	8	14	2
		Independent Colleges & Universities	2						
		Not Trackable	33						
		Not Found	162						
		Total High School Graduates	307						
	057905021	W T WHITE H S							
		Four-Year Public University	47	15	7	5	9	11	0
		Two-Year Public Colleges	95	32	16	13	17	12	5
		Independent Colleges & Universities	4						
		Not Trackable	70						
		Not Found	166						
		Total High School Graduates	382						
	057905014	W W SAMUELL H S							
		Four-Year Public University	29	11	3	11	2	2	0
		Two-Year Public Colleges	62	26	8	4	9	10	5
		Independent Colleges & Universities	3						
		Not Trackable	48						
		Not Found	197						
		Total High School Graduates	339						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057905380	WILMER-HUTCHINS H S							
		Four-Year Public University	25	11	3	4	4	3	0
		Two-Year Public Colleges	19	8	1	4	1	2	3
		Independent Colleges & Universities	4						
		Not Trackable	19						
		Not Found	127						
		Total High School Graduates	194						
	057905022	WOODROW WILSON H S							
		Four-Year Public University	66	17	8	7	11	22	1
		Two-Year Public Colleges	118	54	20	10	13	15	6
		Independent Colleges & Universities	12						
		Not Trackable	36						
		Not Found	184						
		Total High School Graduates	416						
	DESOTO ISD								
	057906001	DESOTO H S							
		Four-Year Public University	186	69	33	40	25	18	1
		Two-Year Public Colleges	116	61	9	12	16	12	6
		Independent Colleges & Universities	14						
		Not Trackable	26						
		Not Found	304						
		Total High School Graduates	646						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DUNCANVILLE ISD								
	057907001	DUNCANVILLE H S							
		Four-Year Public University	174	58	22	30	29	31	4
		Two-Year Public Colleges	213	85	18	21	35	45	9
		Independent Colleges & Universities	26						
		Not Trackable	40						
		Not Found	478						
		Total High School Graduates	931						
	057907004	MARY E SMITHEY PACE H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	50						
		Total High School Graduates	57						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
EVOLUTION ACADEMY CHARTER SCHOOL									
	057834003	EVOLUTION ACADEMY BEAUMONT							
		Four-Year Public University	5	4	0	1	0	0	0
		Two-Year Public Colleges	6	5	1	0	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	45						
		Total High School Graduates	57						
	057834001	EVOLUTION ACADEMY CHARTER SCHOOL							
		Four-Year Public University	5	1	2	0	0	0	2
		Two-Year Public Colleges	9	5	0	1	1	0	2
		Independent Colleges & Universities	1						
		Not Trackable	10						
		Not Found	118						
		Total High School Graduates	143						
	057834004	EVOLUTION ACADEMY HOUSTON							
		Four-Year Public University	5	2	1	0	1	1	0
		Two-Year Public Colleges	10	5	1	1	0	0	3
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	83						
		Total High School Graduates	104						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GARLAND ISD								
	057909002	GARLAND H S							
		Four-Year Public University	69	16	4	3	19	27	0
		Two-Year Public Colleges	129	61	16	7	16	21	8
		Independent Colleges & Universities	12						
		Not Trackable	90						
		Not Found	229						
		Total High School Graduates	529						
	057909005	LAKEVIEW CENTENNIAL H S							
		Four-Year Public University	155	36	17	26	32	43	1
		Two-Year Public Colleges	140	62	15	11	23	22	7
		Independent Colleges & Universities	6						
		Not Trackable	68						
		Not Found	235						
		Total High School Graduates	604						
	057909004	N GARLAND H S							
		Four-Year Public University	141	28	10	25	35	40	3
		Two-Year Public Colleges	204	75	17	23	34	49	6
		Independent Colleges & Universities	4						
		Not Trackable	88						
		Not Found	212						
		Total High School Graduates	649						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057909008	NAAMAN FOREST H S							
		Four-Year Public University	79	22	6	9	21	20	1
		Two-Year Public Colleges	117	36	28	6	11	31	5
		Independent Colleges & Universities	10						
		Not Trackable	88						
		Not Found	227						
		Total High School Graduates	521						
	057909009	ROWLETT H S							
		Four-Year Public University	96	25	12	19	21	19	0
		Two-Year Public Colleges	153	54	14	19	32	30	4
		Independent Colleges & Universities	12						
		Not Trackable	76						
		Not Found	271						
		Total High School Graduates	608						
	057909003	S GARLAND H S							
		Four-Year Public University	26	7	3	3	6	7	0
		Two-Year Public Colleges	92	32	5	12	19	19	5
		Independent Colleges & Universities	3						
		Not Trackable	93						
		Not Found	230						
		Total High School Graduates	444						
	057909010	SACHSE H S							
		Four-Year Public University	121	21	11	19	35	34	1
		Two-Year Public Colleges	169	45	21	22	41	36	4
		Independent Colleges & Universities	17						
		Not Trackable	82						
		Not Found	266						
		Total High School Graduates	655						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GATEWAY CHARTER ACADEMY							
	057831002 GATEWAY CHARTER ACADEMY - MIDDLE - H S							
	Four-Year Public University	15	4	2	2	6	1	0
	Two-Year Public Colleges	8	4	1	1	0	0	2
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	19						
	Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GRAND PRAIRIE ISD								
	057910009	CROSSWINDS ACCELERATED H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	24	14	2	2	2	0	4
		Independent Colleges & Universities	2						
		Not Trackable	36						
		Not Found	341						
		Total High School Graduates	405						
	057910001	GRAND PRAIRIE FINE ARTS ACADEMY							
		Four-Year Public University	31	7	3	5	5	11	0
		Two-Year Public Colleges	19	6	2	3	1	6	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	31						
		Total High School Graduates	85						
	057910002	GRAND PRAIRIE H S							
		Four-Year Public University	63	23	8	12	14	4	2
		Two-Year Public Colleges	116	59	7	11	19	15	5
		Independent Colleges & Universities	12						
		Not Trackable	45						
		Not Found	293						
		Total High School Graduates	529						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057910010	JOHN A DUBISKI CAREER H S							
		Four-Year Public University	102	19	10	12	29	30	2
		Two-Year Public Colleges	116	39	9	13	24	27	4
		Independent Colleges & Universities	3						
		Not Trackable	20						
		Not Found	154						
		Total High School Graduates	395						
	057910003	SOUTH GRAND PRAIRIE H S							
		Four-Year Public University	177	40	20	33	38	45	1
		Two-Year Public Colleges	148	62	22	13	29	19	3
		Independent Colleges & Universities	14						
		Not Trackable	45						
		Not Found	310						
		Total High School Graduates	694						
	HIGHLAND PARK ISD								
	057911001	HIGHLAND PARK H S							
		Four-Year Public University	99	3	6	8	18	63	1
		Two-Year Public Colleges	78	6	1	2	19	39	11
		Independent Colleges & Universities	48						
		Not Trackable	11						
		Not Found	315						
		Total High School Graduates	551						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	INSPIRED VISION ACADEMY							
	057830002 INSPIRED VISION ACADEMY SECONDARY							
	Four-Year Public University	9	3	1	2	0	1	2
	Two-Year Public Colleges	23	6	5	2	5	4	1
	Independent Colleges & Universities	0						
	Not Trackable	4						
	Not Found	44						
	Total High School Graduates	80						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)								
	057848006	ILTEXAS ARLINGTON-GRAND PRAIRIE H S							
		Four-Year Public University	24	10	7	1	3	3	0
		Two-Year Public Colleges	40	15	5	4	7	8	1
		Independent Colleges & Universities	2						
		Not Trackable	14						
		Not Found	48						
		Total High School Graduates	128						
	057848003	ILTEXAS GARLAND H S							
		Four-Year Public University	43	16	6	4	9	7	1
		Two-Year Public Colleges	32	12	3	6	5	4	2
		Independent Colleges & Universities	3						
		Not Trackable	23						
		Not Found	44						
		Total High School Graduates	145						
	057848018	ILTEXAS KATY WESTPARK H S							
		Four-Year Public University	42	12	10	13	2	5	0
		Two-Year Public Colleges	29	19	6	1	0	3	0
		Independent Colleges & Universities	8						
		Not Trackable	16						
		Not Found	47						
		Total High School Graduates	142						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057848009	ILTEXAS KELLER SAGINAW H S							
		Four-Year Public University	46	10	7	13	5	10	1
		Two-Year Public Colleges	26	4	2	5	6	7	2
		Independent Colleges & Universities	5						
		Not Trackable	13						
		Not Found	52						
		Total High School Graduates	142						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	IRVING ISD								
	057912005	BARBARA CARDWELL CAREER PREPARATORY CENTER							
		Four-Year Public University	1						
		Two-Year Public Colleges	18	10	2	2	1	1	2
		Independent Colleges & Universities	1						
		Not Trackable	53						
		Not Found	146						
		Total High School Graduates	219						
	057912002	IRVING H S							
		Four-Year Public University	64	25	9	11	7	12	0
		Two-Year Public Colleges	103	40	16	9	16	18	4
		Independent Colleges & Universities	3						
		Not Trackable	151						
		Not Found	252						
		Total High School Graduates	573						
	057912006	JACK E SINGLEY ACADEMY							
		Four-Year Public University	63	15	7	12	12	16	1
		Two-Year Public Colleges	99	41	12	7	19	15	5
		Independent Colleges & Universities	4						
		Not Trackable	86						
		Not Found	113						
		Total High School Graduates	365						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057912003	MACARTHUR H S							
		Four-Year Public University	70	17	7	14	16	15	1
		Two-Year Public Colleges	153	60	22	21	19	28	3
		Independent Colleges & Universities	11						
		Not Trackable	153						
		Not Found	240						
		Total High School Graduates	627						
	057912004	NIMITZ H S							
		Four-Year Public University	57	20	6	9	7	12	3
		Two-Year Public Colleges	115	48	13	14	14	24	2
		Independent Colleges & Universities	6						
		Not Trackable	102						
		Not Found	275						
		Total High School Graduates	555						
	LANCASTER ISD								
	057913001	LANCASTER H S							
		Four-Year Public University	92	32	18	19	18	4	1
		Two-Year Public Colleges	94	46	13	8	9	14	4
		Independent Colleges & Universities	11						
		Not Trackable	16						
		Not Found	301						
		Total High School Graduates	514						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LEGACY PREPARATORY								
	057846001	LEGACY PREP CHARTER ACADEMY MESQUITE WEST CAMPUS							
		Four-Year Public University	4						
		Two-Year Public Colleges	15	7	1	1	4	2	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	32						
		Total High School Graduates	56						
	LIFE SCHOOL								
	057807002	LIFE H S WAXAHACHIE							
		Four-Year Public University	45	11	4	9	9	10	2
		Two-Year Public Colleges	66	21	17	9	11	8	0
		Independent Colleges & Universities	8						
		Not Trackable	6						
		Not Found	87						
		Total High School Graduates	212						
	057807001	LIFE SCHOOL OAK CLIFF							
		Four-Year Public University	19	11	2	4	0	2	0
		Two-Year Public Colleges	16	5	2	2	4	2	1
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	56						
		Total High School Graduates	96						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MESQUITE ISD								
	057914005	HORN H S							
		Four-Year Public University	123	25	21	24	34	19	0
		Two-Year Public Colleges	155	67	17	16	19	29	7
		Independent Colleges & Universities	17						
		Not Trackable	25						
		Not Found	265						
		Total High School Graduates	585						
	057914001	MESQUITE H S							
		Four-Year Public University	88	27	18	6	10	26	1
		Two-Year Public Colleges	148	63	20	12	25	21	7
		Independent Colleges & Universities	9						
		Not Trackable	44						
		Not Found	357						
		Total High School Graduates	646						
	057914002	NORTH MESQUITE H S							
		Four-Year Public University	82	27	7	19	12	16	1
		Two-Year Public Colleges	162	77	14	11	18	40	2
		Independent Colleges & Universities	2						
		Not Trackable	21						
		Not Found	319						
		Total High School Graduates	586						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057914004	POTEET H S							
		Four-Year Public University	78	18	12	13	17	18	0
		Two-Year Public Colleges	124	40	15	10	22	32	5
		Independent Colleges & Universities	7						
		Not Trackable	17						
		Not Found	195						
		Total High School Graduates	421						
	057914003	WEST MESQUITE H S							
		Four-Year Public University	63	24	6	8	17	8	0
		Two-Year Public Colleges	112	51	14	18	8	17	4
		Independent Colleges & Universities	6						
		Not Trackable	24						
		Not Found	227						
		Total High School Graduates	432						
	PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES								
	057802001	PEGASUS CHARTER H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	4	1	2	1	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RICHARDSON ISD								
	057916005	BERKNER H S							
		Four-Year Public University	99	22	11	17	21	27	1
		Two-Year Public Colleges	140	59	23	12	15	24	7
		Independent Colleges & Universities	8						
		Not Trackable	99						
		Not Found	267						
		Total High School Graduates	613						
	057916002	LAKE HIGHLANDS H S							
		Four-Year Public University	87	24	7	9	16	31	0
		Two-Year Public Colleges	124	44	12	8	15	37	8
		Independent Colleges & Universities	20						
		Not Trackable	104						
		Not Found	238						
		Total High School Graduates	573						
	057916004	PEARCE H S							
		Four-Year Public University	88	13	5	16	26	26	2
		Two-Year Public Colleges	112	32	13	11	18	32	6
		Independent Colleges & Universities	19						
		Not Trackable	74						
		Not Found	236						
		Total High School Graduates	529						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057916003	RICHARDSON H S							
		Four-Year Public University	149	17	17	19	32	63	1
		Two-Year Public Colleges	163	56	20	20	27	30	10
		Independent Colleges & Universities	19						
		Not Trackable	60						
		Not Found	220						
		Total High School Graduates	611						
	RICHLAND COLLEGIATE HIGH SCHOOL								
	057840001	RICHLAND COLLEGIATE H S OF MATH SCIENCE ENGINEERIN							
		Four-Year Public University	137	25	10	29	33	40	0
		Two-Year Public Colleges	52	12	5	11	17	6	1
		Independent Colleges & Universities	4						
		Not Trackable	11						
		Not Found	39						
		Total High School Graduates	243						
	SUNNYVALE ISD								
	057919001	SUNNYVALE H S							
		Four-Year Public University	56	7	4	12	14	18	1
		Two-Year Public Colleges	34	8	5	6	6	9	0
		Independent Colleges & Universities	10						
		Not Trackable	3						
		Not Found	43						
		Total High School Graduates	146						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TEXANS CAN ACADEMIES									
	057804006	TEXANS CAN ACADEMY - AUSTIN							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	43						
		Total High School Graduates	53						
	057804003	TEXANS CAN ACADEMY - CARROLLTON-FARMERS BRANCH							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	13						
		Not Found	54						
		Total High School Graduates	70						
	057804001	TEXANS CAN ACADEMY - DALLAS NORTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057804008	TEXANS CAN ACADEMY - FORT WORTH LANCASTER AVENUE							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	48						
		Total High School Graduates	52						
	057804007	TEXANS CAN ACADEMY - FORT WORTH WESTCREEK							
		Four-Year Public University	1						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	52						
		Total High School Graduates	63						
	057804013	TEXANS CAN ACADEMY - GARLAND							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	4	1	0	1	1	0
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	55						
		Total High School Graduates	71						
	057804005	TEXANS CAN ACADEMY - GRANT EAST							
		Four-Year Public University	1						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	59						
		Total High School Graduates	67						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057804010	TEXANS CAN ACADEMY - HOUSTON HOBBY							
		Four-Year Public University	2						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	41						
		Total High School Graduates	50						
	057804009	TEXANS CAN ACADEMY - HOUSTON NORTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	6	0	0	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	50						
		Total High School Graduates	59						
	057804012	TEXANS CAN ACADEMY - HOUSTON SOUTHWEST							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	40						
		Total High School Graduates	52						
	057804002	TEXANS CAN ACADEMY - OAK CLIFF							
		Four-Year Public University	2						
		Two-Year Public Colleges	13	7	1	0	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	109						
		Total High School Graduates	132						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057804004	TEXANS CAN ACADEMY - PLEASANT GROVE							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	116						
		Total High School Graduates	125						
	057804011	TEXANS CAN ACADEMY - SAN ANTONIO							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	34						
		Total High School Graduates	36						
	UME PREPARATORY ACADEMY								
	057845001	UME PREPARATORY ACADEMY							
		Four-Year Public University	11	1	2	0	3	5	0
		Two-Year Public Colleges	21	3	3	2	2	10	1
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	18						
		Total High School Graduates	58						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	UPLIFT EDUCATION								
	057803002	UPLIFT EDUCATION-NORTH HILLS PREP H S							
		Four-Year Public University	67	7	3	8	16	31	2
		Two-Year Public Colleges	11	1	0	2	4	4	0
		Independent Colleges & Universities	4						
		Not Trackable	13						
		Not Found	19						
		Total High School Graduates	114						
	057803016	UPLIFT GRAND H S							
		Four-Year Public University	17	6	5	1	1	4	0
		Two-Year Public Colleges	11	7	2	1	0	0	1
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	11						
		Total High School Graduates	46						
	057803007	UPLIFT HAMPTON PREPARATORY H S							
		Four-Year Public University	16	12	1	0	2	1	0
		Two-Year Public Colleges	15	4	5	1	4	1	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	19						
		Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057803006	UPLIFT HEIGHTS PREPARATORY H S							
		Four-Year Public University	22	12	2	2	1	5	0
		Two-Year Public Colleges	32	10	5	4	4	8	1
		Independent Colleges & Universities	3						
		Not Trackable	9						
		Not Found	50						
		Total High School Graduates	116						
	057803013	UPLIFT INFINITY H S							
		Four-Year Public University	12	4	2	2	3	1	0
		Two-Year Public Colleges	29	10	2	4	3	9	1
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	23						
		Total High School Graduates	68						
	057803005	UPLIFT LUNA PREPARATORY H S							
		Four-Year Public University	20	10	1	5	1	3	0
		Two-Year Public Colleges	26	16	3	2	3	1	1
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	30						
		Total High School Graduates	86						
	057803014	UPLIFT MIGHTY H S							
		Four-Year Public University	8	3	1	1	2	1	0
		Two-Year Public Colleges	7	3	0	0	3	0	1
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	36						
		Total High School Graduates	61						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057803010	UPLIFT PEAK PREPARATORY H S							
		Four-Year Public University	25	13	1	6	2	3	0
		Two-Year Public Colleges	19	9	0	3	5	2	0
		Independent Colleges & Universities	6						
		Not Trackable	6						
		Not Found	41						
		Total High School Graduates	97						
	057803009	UPLIFT SUMMIT INTERNATIONAL H S							
		Four-Year Public University	32	6	4	4	4	14	0
		Two-Year Public Colleges	30	8	4	6	7	5	0
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	28						
		Total High School Graduates	98						
	057803004	UPLIFT WILLIAMS PREPARATORY H S							
		Four-Year Public University	21	9	2	3	3	4	0
		Two-Year Public Colleges	39	15	9	4	7	4	0
		Independent Colleges & Universities	3						
		Not Trackable	14						
		Not Found	48						
		Total High School Graduates	125						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	VILLAGE TECH SCHOOLS								
	057847001	VILLAGE TECH SCHOOLS							
		Four-Year Public University	15	2	1	2	5	5	0
		Two-Year Public Colleges	10	2	1	1	1	3	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WINFREE ACADEMY CHARTER SCHOOLS								
	057828004	WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE							
		Four-Year Public University	2						
		Two-Year Public Colleges	6	2	1	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	57						
		Total High School Graduates	66						
	057828001	WINFREE ACADEMY CHARTER SCHOOL (IRVING)							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	28						
		Total High School Graduates	36						
	057828002	WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE)							
		Four-Year Public University	4						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	43						
		Total High School Graduates	53						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	057828003	WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON)							
		Four-Year Public University	4						
		Two-Year Public Colleges	18	5	4	0	0	8	1
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	33						
		Total High School Graduates	63						
	057828006	WINFREE ACADEMY CHARTER SCHOOL DALLAS							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	36						
	057828005	WINFREE ACADEMY NORTH RICHLAND HILLS							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	44						
		Total High School Graduates	52						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DAWSON COUNTY									
	LAMESA ISD								
	058906001	LAMESA SCHOOLS							
		Four-Year Public University	24	6	3	4	5	6	0
		Two-Year Public Colleges	44	15	8	5	10	2	4
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	60						
		Total High School Graduates	129						
DEAF SMITH COUNTY									
	HEREFORD ISD								
	059901001	HEREFORD H S							
		Four-Year Public University	40	3	8	6	12	10	1
		Two-Year Public Colleges	48	9	8	9	9	11	2
		Independent Colleges & Universities	6						
		Not Trackable	16						
		Not Found	149						
		Total High School Graduates	259						
DELTA COUNTY									
	COOPER ISD								
	060902001	COOPER H S							
		Four-Year Public University	13	4	1	0	4	4	0
		Two-Year Public Colleges	22	7	1	3	7	3	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	64						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DENTON COUNTY									
	ARGYLE ISD								
	061910001	ARGYLE H S							
		Four-Year Public University	67	10	7	4	15	29	2
		Two-Year Public Colleges	33	8	3	4	7	9	2
		Independent Colleges & Universities	17						
		Not Trackable	13						
		Not Found	115						
		Total High School Graduates	245						
	AUBREY ISD								
	061907001	AUBREY H S							
		Four-Year Public University	37	5	3	5	9	15	0
		Two-Year Public Colleges	36	11	2	0	10	13	0
		Independent Colleges & Universities	7						
		Not Trackable	13						
		Not Found	75						
		Total High School Graduates	168						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DENTON ISD								
	061901003	DENTON H S							
		Four-Year Public University	85	19	8	9	8	41	0
		Two-Year Public Colleges	68	25	9	6	17	11	0
		Independent Colleges & Universities	8						
		Not Trackable	131						
		Not Found	198						
		Total High School Graduates	490						
	061901039	FRED MOORE H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	5	3	0	1	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	27						
		Total High School Graduates	37						
	061901007	GUYER H S							
		Four-Year Public University	128	26	13	11	25	53	0
		Two-Year Public Colleges	99	22	9	11	27	29	1
		Independent Colleges & Universities	12						
		Not Trackable	146						
		Not Found	215						
		Total High School Graduates	600						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	061901008	RAY BRASWELL H S							
		Four-Year Public University	92	21	10	17	17	24	3
		Two-Year Public Colleges	77	29	6	6	14	18	4
		Independent Colleges & Universities	10						
		Not Trackable	61						
		Not Found	235						
		Total High School Graduates	475						
	061901002	RYAN H S							
		Four-Year Public University	79	16	7	7	19	29	1
		Two-Year Public Colleges	73	25	10	8	11	17	2
		Independent Colleges & Universities	7						
		Not Trackable	133						
		Not Found	201						
		Total High School Graduates	493						
	KRUM ISD								
	061905001	KRUM H S							
		Four-Year Public University	28	7	2	4	7	7	1
		Two-Year Public Colleges	47	10	6	8	11	9	3
		Independent Colleges & Universities	2						
		Not Trackable	8						
		Not Found	75						
		Total High School Graduates	160						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LAKE DALLAS ISD								
	061912001	LAKE DALLAS H S							
		Four-Year Public University	61	10	6	9	13	23	0
		Two-Year Public Colleges	48	15	4	4	7	17	1
		Independent Colleges & Universities	7						
		Not Trackable	17						
		Not Found	126						
		Total High School Graduates	259						
	LEADERSHIP PREP SCHOOL								
	061804002	LEADERSHIP PREP SCHOOL SECONDARY							
		Four-Year Public University	16	0	2	6	2	6	0
		Two-Year Public Colleges	21	5	4	2	8	2	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	29						
		Total High School Graduates	69						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LEWISVILLE ISD								
	061902010	FLOWER MOUND H S							
		Four-Year Public University	253	11	16	26	51	148	1
		Two-Year Public Colleges	179	31	12	7	42	82	5
		Independent Colleges & Universities	25						
		Not Trackable	111						
		Not Found	321						
		Total High School Graduates	889						
	061902008	HEBRON H S							
		Four-Year Public University	245	21	19	26	51	127	1
		Two-Year Public Colleges	207	65	27	15	37	58	5
		Independent Colleges & Universities	24						
		Not Trackable	109						
		Not Found	296						
		Total High School Graduates	881						
	061902005	LEARNING CTR							
		Four-Year Public University	4						
		Two-Year Public Colleges	12	6	2	2	0	0	2
		Independent Colleges & Universities	1						
		Not Trackable	41						
		Not Found	122						
		Total High School Graduates	180						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	061902001	LEWISVILLE H S							
		Four-Year Public University	170	45	18	24	25	55	3
		Two-Year Public Colleges	189	63	21	27	30	36	12
		Independent Colleges & Universities	11						
		Not Trackable	168						
		Not Found	480						
		Total High School Graduates	1,018						
	061902002	MARCUS H S							
		Four-Year Public University	187	13	10	23	38	102	1
		Two-Year Public Colleges	164	22	19	16	37	66	4
		Independent Colleges & Universities	28						
		Not Trackable	87						
		Not Found	298						
		Total High School Graduates	764						
	061902004	THE COLONY H S							
		Four-Year Public University	109	15	7	19	25	43	0
		Two-Year Public Colleges	88	17	12	9	24	20	6
		Independent Colleges & Universities	10						
		Not Trackable	44						
		Not Found	188						
		Total High School Graduates	439						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LITTLE ELM ISD								
	061914001	LITTLE ELM H S							
		Four-Year Public University	91	23	9	16	15	27	1
		Two-Year Public Colleges	109	46	12	7	15	23	6
		Independent Colleges & Universities	7						
		Not Trackable	65						
		Not Found	252						
		Total High School Graduates	524						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NORTHWEST ISD								
	061911007	BYRON NELSON H S							
		Four-Year Public University	140	23	7	22	35	51	2
		Two-Year Public Colleges	91	21	7	8	18	36	1
		Independent Colleges & Universities	25						
		Not Trackable	35						
		Not Found	285						
		Total High School Graduates	576						
	061911010	JAMES M STEELE H S							
		Four-Year Public University	19	2	2	4	2	8	1
		Two-Year Public Colleges	9	1	0	3	2	3	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	30						
		Total High School Graduates	63						
	061911001	NORTHWEST H S							
		Four-Year Public University	93	20	12	13	18	28	2
		Two-Year Public Colleges	82	19	16	11	18	15	3
		Independent Colleges & Universities	17						
		Not Trackable	19						
		Not Found	238						
		Total High School Graduates	449						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	061911011 V R EATON H S								
		Four-Year Public University	136	24	17	14	30	50	1
		Two-Year Public Colleges	123	36	11	16	31	26	3
		Independent Colleges & Universities	23						
		Not Trackable	30						
		Not Found	262						
		Total High School Graduates	574						
	PILOT POINT ISD								
	061903001 PILOT POINT H S								
		Four-Year Public University	22	4	2	2	6	8	0
		Two-Year Public Colleges	15	6	2	0	3	4	0
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	63						
		Total High School Graduates	108						
	PONDER ISD								
	061906001 PONDER H S								
		Four-Year Public University	20	2	2	5	6	5	0
		Two-Year Public Colleges	17	7	0	3	3	4	0
		Independent Colleges & Universities	3						
		Not Trackable	7						
		Not Found	45						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SANGER ISD								
	061908001	SANGER H S							
		Four-Year Public University	23	5	2	1	5	9	1
		Two-Year Public Colleges	28	7	5	3	5	7	1
		Independent Colleges & Universities	1						
		Not Trackable	20						
		Not Found	77						
		Total High School Graduates	149						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DEWITT COUNTY									
	CUERO ISD								
	062901001	CUERO H S							
		Four-Year Public University	27	5	2	5	8	5	2
		Two-Year Public Colleges	25	6	4	1	7	5	2
		Independent Colleges & Universities	10						
		Not Trackable	2						
		Not Found	84						
		Total High School Graduates	148						
	YOAKUM ISD								
	062903001	YOAKUM H S							
		Four-Year Public University	13	1	2	0	5	5	0
		Two-Year Public Colleges	40	12	8	10	7	3	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	63						
		Total High School Graduates	121						
	YORKTOWN ISD								
	062904001	YORKTOWN H S							
		Four-Year Public University	8	4	1	2	0	0	1
		Two-Year Public Colleges	6	5	1	0	0	0	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	13						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DIMMIT COUNTY									
	CARRIZO SPRINGS CISD								
	064903001	CARRIZO SPRINGS H S							
		Four-Year Public University	32	6	5	7	9	5	0
		Two-Year Public Colleges	29	7	5	4	6	6	1
		Independent Colleges & Universities	8						
		Not Trackable	1						
		Not Found	66						
		Total High School Graduates	136						
DUVAL COUNTY									
	FREER ISD								
	066903002	FREER H S							
		Four-Year Public University	10	6	1	0	2	1	0
		Two-Year Public Colleges	14	3	1	3	3	1	3
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	50						
	SAN DIEGO ISD								
	066902001	SAN DIEGO H S							
		Four-Year Public University	37	13	6	1	12	4	1
		Two-Year Public Colleges	12	2	3	2	3	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	80						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
EASTLAND COUNTY									
	CISCO ISD								
	067902001	CISCO H S							
		Four-Year Public University	9	2	3	2	1	1	0
		Two-Year Public Colleges	14	2	1	3	7	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	41						
	EASTLAND ISD								
	067903001	EASTLAND H S							
		Four-Year Public University	20	3	4	1	4	8	0
		Two-Year Public Colleges	14	3	1	7	1	2	0
		Independent Colleges & Universities	9						
		Not Trackable	2						
		Not Found	50						
		Total High School Graduates	95						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ECTOR COUNTY									
	ECTOR COUNTY ISD								
	068901011	GEORGE H W BUSH NEW TECH ODESSA							
		Four-Year Public University	21	4	2	4	6	5	0
		Two-Year Public Colleges	28	10	4	0	3	11	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	27						
		Total High School Graduates	78						
	068901014	ODESSA CAREER AND TECHNICAL EARLY COLLEGE H S							
		Four-Year Public University	17	6	4	2	1	4	0
		Two-Year Public Colleges	18	5	4	0	2	7	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	33						
		Total High School Graduates	69						
	068901015	ODESSA COLLEGIATE ACADEMY EARLY COLLEGE H S							
		Four-Year Public University	25	4	3	3	3	11	1
		Two-Year Public Colleges	9	5	1	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	13						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	068901002	ODESSA H S							
		Four-Year Public University	93	27	10	17	20	18	1
		Two-Year Public Colleges	231	93	28	30	39	37	4
		Independent Colleges & Universities	1						
		Not Trackable	35						
		Not Found	416						
		Total High School Graduates	776						
	068901003	PERMIAN H S							
		Four-Year Public University	143	40	24	19	23	37	0
		Two-Year Public Colleges	192	70	23	26	31	38	4
		Independent Colleges & Universities	9						
		Not Trackable	46						
		Not Found	413						
		Total High School Graduates	803						
	UTPB STEM ACADEMY								
	068803001	UTPB STEM ACADEMY							
		Four-Year Public University	22	7	2	6	6	1	0
		Two-Year Public Colleges	7	1	1	0	3	2	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
EL PASO COUNTY									
	ANTHONY ISD								
	071906001	ANTHONY H S							
		Four-Year Public University	8	2	3	0	0	3	0
		Two-Year Public Colleges	5	0	0	4	1	0	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	30						
		Total High School Graduates	46						
	BURNHAM WOOD CHARTER SCHOOL DISTRICT								
	071801003	DAVINCI SCHOOL FOR SCIENCE AND THE ARTS							
		Four-Year Public University	12	1	2	0	4	5	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	17						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CANUTILLO ISD								
	071907001	CANUTILLO H S							
		Four-Year Public University	63	11	12	8	18	13	1
		Two-Year Public Colleges	59	30	5	4	12	7	1
		Independent Colleges & Universities	2						
		Not Trackable	30						
		Not Found	192						
		Total High School Graduates	346						
	071907003	NORTHWEST EARLY COLLEGE H S (NWECHS)							
		Four-Year Public University	48	11	5	6	8	18	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	80						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CLINT ISD								
	071901001	CLINT H S							
		Four-Year Public University	39	10	4	5	12	6	2
		Two-Year Public Colleges	35	9	3	7	7	7	2
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	87						
		Total High School Graduates	169						
	071901009	CLINT ISD EARLY COLLEGE ACADEMY							
		Four-Year Public University	34	8	3	4	6	12	1
		Two-Year Public Colleges	7	2	2	1	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	30						
		Total High School Graduates	72						
	071901004	HORIZON H S							
		Four-Year Public University	56	15	9	5	10	13	4
		Two-Year Public Colleges	108	48	10	12	21	16	1
		Independent Colleges & Universities	3						
		Not Trackable	21						
		Not Found	166						
		Total High School Graduates	354						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071901002	MOUNTAIN VIEW H S							
		Four-Year Public University	27	9	4	3	3	8	0
		Two-Year Public Colleges	43	21	6	4	5	6	1
		Independent Colleges & Universities	1						
		Not Trackable	14						
		Not Found	100						
		Total High School Graduates	185						
	EL PASO ACADEMY								
	071804001	EL PASO ACADEMY							
		Four-Year Public University	2						
		Two-Year Public Colleges	13	6	0	1	2	1	3
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	73						
		Total High School Graduates	89						
	071804002	EL PASO ACADEMY WEST							
		Four-Year Public University	3						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EL PASO ISD								
	071902001	ANDRESS H S							
		Four-Year Public University	35	15	2	2	6	10	0
		Two-Year Public Colleges	72	28	11	5	9	15	4
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	163						
		Total High School Graduates	278						
	071902002	AUSTIN H S							
		Four-Year Public University	37	12	5	6	5	7	2
		Two-Year Public Colleges	55	18	11	9	9	6	2
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	154						
		Total High School Graduates	256						
	071902003	BOWIE H S							
		Four-Year Public University	49	17	5	7	7	11	2
		Two-Year Public Colleges	75	28	6	11	9	10	11
		Independent Colleges & Universities	0						
		Not Trackable	12						
		Not Found	91						
		Total High School Graduates	227						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071902004	BURGES H S							
		Four-Year Public University	96	23	7	15	23	26	2
		Two-Year Public Colleges	80	28	6	11	15	12	8
		Independent Colleges & Universities	2						
		Not Trackable	18						
		Not Found	150						
		Total High School Graduates	346						
	071902012	CHAPIN H S							
		Four-Year Public University	68	11	7	8	11	31	0
		Two-Year Public Colleges	78	31	6	7	10	19	5
		Independent Colleges & Universities	4						
		Not Trackable	12						
		Not Found	166						
		Total High School Graduates	328						
	071902020	COLLEGE CAREER TECHNOLOGY ACADEMY (CCTA)							
		Four-Year Public University	2						
		Two-Year Public Colleges	9	8	0	1	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	70						
		Total High School Graduates	86						
	071902005	CORONADO H S							
		Four-Year Public University	216	30	22	25	45	92	2
		Two-Year Public Colleges	105	31	20	11	17	18	8
		Independent Colleges & Universities	17						
		Not Trackable	51						
		Not Found	207						
		Total High School Graduates	596						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071902006	EL PASO H S							
		Four-Year Public University	97	23	8	22	15	27	2
		Two-Year Public Colleges	72	27	9	10	7	14	5
		Independent Colleges & Universities	5						
		Not Trackable	5						
		Not Found	114						
		Total High School Graduates	293						
	071902010	FRANKLIN H S							
		Four-Year Public University	252	44	27	40	52	86	3
		Two-Year Public Colleges	122	41	11	15	19	33	3
		Independent Colleges & Universities	12						
		Not Trackable	34						
		Not Found	258						
		Total High School Graduates	678						
	071902008	IRVIN H S							
		Four-Year Public University	41	15	4	3	5	11	3
		Two-Year Public Colleges	62	23	7	5	8	16	3
		Independent Colleges & Universities	2						
		Not Trackable	14						
		Not Found	152						
		Total High School Graduates	271						
	071902009	JEFFERSON H S							
		Four-Year Public University	32	5	4	4	8	9	2
		Two-Year Public Colleges	76	26	7	13	10	9	11
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	66						
		Total High School Graduates	181						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071902011	SILVA HEALTH MAGNET							
		Four-Year Public University	81	3	10	13	15	38	2
		Two-Year Public Colleges	43	12	7	4	8	12	0
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	35						
		Total High School Graduates	164						
	071902015	TRANSMOUNTAIN EARLY COLLEGE H S							
		Four-Year Public University	60	11	4	6	17	18	4
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	31						
		Total High School Graduates	97						
	FABENS ISD								
	071903001	FABENS H S							
		Four-Year Public University	22	3	3	3	3	10	0
		Two-Year Public Colleges	18	7	3	4	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	108						
		Total High School Graduates	150						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCIENCE ACAD (EL PASO)								
	071806002	HARMONY SCHOOL OF INNOVATION - EL PASO							
		Four-Year Public University	14	2	2	1	2	7	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	32						
	071806001	HARMONY SCIENCE ACAD (EL PASO)							
		Four-Year Public University	35	6	6	3	6	14	0
		Two-Year Public Colleges	20	4	5	1	7	3	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	27						
		Total High School Graduates	86						
	SAN ELIZARIO ISD								
	071904001	SAN ELIZARIO H S							
		Four-Year Public University	30	11	0	5	5	8	1
		Two-Year Public Colleges	53	23	4	6	10	7	3
		Independent Colleges & Universities	2						
		Not Trackable	14						
		Not Found	123						
		Total High School Graduates	222						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOCORRO ISD								
	071909004	AMERICAS H S							
		Four-Year Public University	216	49	28	26	44	64	5
		Two-Year Public Colleges	130	52	12	7	22	29	8
		Independent Colleges & Universities	9						
		Not Trackable	15						
		Not Found	244						
		Total High School Graduates	614						
	071909008	EASTLAKE H S							
		Four-Year Public University	109	26	8	15	28	31	1
		Two-Year Public Colleges	151	58	13	19	20	34	7
		Independent Colleges & Universities	8						
		Not Trackable	12						
		Not Found	199						
		Total High School Graduates	479						
	071909005	EL DORADO H S							
		Four-Year Public University	90	24	9	8	20	28	1
		Two-Year Public Colleges	156	56	18	16	26	33	7
		Independent Colleges & Universities	5						
		Not Trackable	22						
		Not Found	209						
		Total High School Graduates	482						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071909007	MISSION EARLY COLLEGE H S							
		Four-Year Public University	73	11	12	6	18	25	1
		Two-Year Public Colleges	12	6	0	1	1	4	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	118						
	071909002	MONTWOOD H S							
		Four-Year Public University	217	63	26	27	34	61	6
		Two-Year Public Colleges	162	61	12	24	23	35	7
		Independent Colleges & Universities	4						
		Not Trackable	19						
		Not Found	232						
		Total High School Graduates	634						
	071909009	OPTIONS H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	13	8	2	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	80						
		Total High School Graduates	98						
	071909011	PEBBLE HILLS H S							
		Four-Year Public University	130	35	13	14	29	37	2
		Two-Year Public Colleges	134	47	18	16	17	31	5
		Independent Colleges & Universities	4						
		Not Trackable	16						
		Not Found	248						
		Total High School Graduates	532						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071909001 SOCORRO H S								
		Four-Year Public University	91	17	10	12	21	29	2
		Two-Year Public Colleges	166	69	14	15	29	36	3
		Independent Colleges & Universities	0						
		Not Trackable	25						
		Not Found	265						
		Total High School Graduates	547						
	TORNILLO ISD								
	071908001 TORNILLO H S								
		Four-Year Public University	8	1	0	0	3	3	1
		Two-Year Public Colleges	15	2	0	2	4	7	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	52						
		Total High School Graduates	76						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO								
	071803002	TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO EAST							
		Four-Year Public University	3						
		Two-Year Public Colleges	6	2	0	0	1	1	2
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	29						
		Total High School Graduates	41						
	071803001	TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO WEST							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	2	0	0	1	0	2
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	32						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	YSLETA ISD								
	071905001	BEL AIR H S							
		Four-Year Public University	88	22	9	8	14	34	1
		Two-Year Public Colleges	113	43	10	6	20	26	8
		Independent Colleges & Universities	2						
		Not Trackable	10						
		Not Found	148						
		Total High School Graduates	361						
	071905008	DEL VALLE H S							
		Four-Year Public University	135	37	16	20	23	37	2
		Two-Year Public Colleges	131	48	9	22	21	19	12
		Independent Colleges & Universities	3						
		Not Trackable	6						
		Not Found	173						
		Total High School Graduates	448						
	071905002	EASTWOOD H S							
		Four-Year Public University	183	41	18	22	35	60	7
		Two-Year Public Colleges	142	58	15	19	15	30	5
		Independent Colleges & Universities	8						
		Not Trackable	8						
		Not Found	186						
		Total High School Graduates	527						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071905007	J M HANKS H S							
		Four-Year Public University	83	18	10	10	18	24	3
		Two-Year Public Colleges	110	38	22	3	22	18	7
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	179						
		Total High School Graduates	379						
	071905003	PARKLAND H S							
		Four-Year Public University	68	13	6	8	17	23	1
		Two-Year Public Colleges	79	33	13	4	13	15	1
		Independent Colleges & Universities	3						
		Not Trackable	7						
		Not Found	142						
		Total High School Graduates	299						
	071905033	PLATO ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	6	0	0	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	52						
		Total High School Graduates	62						
	071905005	RIVERSIDE H S							
		Four-Year Public University	41	9	5	4	6	14	3
		Two-Year Public Colleges	68	26	8	8	5	13	8
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	88						
		Total High School Graduates	206						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071905017	VALLE VERDE EARLY COLLEGE H S							
		Four-Year Public University	45	12	3	5	12	13	0
		Two-Year Public Colleges	7	2	0	1	1	3	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	30						
		Total High School Graduates	87						
	071905004	YSLETA H S							
		Four-Year Public University	79	23	14	8	14	18	2
		Two-Year Public Colleges	107	54	7	15	11	14	6
		Independent Colleges & Universities	2						
		Not Trackable	10						
		Not Found	161						
		Total High School Graduates	359						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ELLIS COUNTY									
	ENNIS ISD								
	070903002	ENNIS H S							
		Four-Year Public University	55	15	2	9	14	15	0
		Two-Year Public Colleges	96	29	12	9	16	22	8
		Independent Colleges & Universities	9						
		Not Trackable	21						
		Not Found	220						
		Total High School Graduates	401						
	FERRIS ISD								
	070905002	FERRIS H S							
		Four-Year Public University	11	3	1	4	3	0	0
		Two-Year Public Colleges	40	18	3	5	7	7	0
		Independent Colleges & Universities	0						
		Not Trackable	13						
		Not Found	106						
		Total High School Graduates	170						
	ITALY ISD								
	070907001	ITALY H S							
		Four-Year Public University	7	1	2	3	0	1	0
		Two-Year Public Colleges	13	2	2	4	2	2	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	18						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MAYPEARL ISD								
	070915001	MAYPEARL H S							
		Four-Year Public University	13	1	0	2	4	6	0
		Two-Year Public Colleges	29	8	7	2	5	7	0
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	43						
		Total High School Graduates	91						
	MIDLOTHIAN ISD								
	070908001	MIDLOTHIAN H S							
		Four-Year Public University	95	10	7	14	19	44	1
		Two-Year Public Colleges	112	31	12	15	25	22	7
		Independent Colleges & Universities	16						
		Not Trackable	6						
		Not Found	235						
		Total High School Graduates	464						
	070908003	MIDLOTHIAN HERITAGE H S							
		Four-Year Public University	78	15	9	11	14	29	0
		Two-Year Public Colleges	62	16	7	10	11	16	2
		Independent Colleges & Universities	15						
		Not Trackable	2						
		Not Found	84						
		Total High School Graduates	241						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PALMER ISD								
	070910001	PALMER H S							
		Four-Year Public University	24	3	1	5	9	6	0
		Two-Year Public Colleges	14	3	2	0	5	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	39						
		Total High School Graduates	79						
	RED OAK ISD								
	070911001	RED OAK H S							
		Four-Year Public University	89	17	14	16	20	19	3
		Two-Year Public Colleges	97	39	14	10	20	7	7
		Independent Colleges & Universities	15						
		Not Trackable	22						
		Not Found	192						
		Total High School Graduates	415						
	WAXAHACHIE FAITH FAMILY ACADEMY								
	070801002	OAK CLIFF FAITH FAMILY ACADEMY							
		Four-Year Public University	12	6	2	1	2	1	0
		Two-Year Public Colleges	22	8	0	5	6	1	2
		Independent Colleges & Universities	4						
		Not Trackable	20						
		Not Found	79						
		Total High School Graduates	137						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WAXAHACHIE ISD									
	070912004	WAXAHACHIE GLOBAL H S							
		Four-Year Public University	33	7	1	9	5	11	0
		Two-Year Public Colleges	8	4	2	0	2	0	0
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	29						
		Total High School Graduates	78						
	070912002	WAXAHACHIE H S							
		Four-Year Public University	82	12	12	10	24	24	0
		Two-Year Public Colleges	138	59	13	18	30	14	4
		Independent Colleges & Universities	19						
		Not Trackable	36						
		Not Found	274						
		Total High School Graduates	549						
	070912003	WAXAHACHIE H S OF CHOICE							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	5	1	0	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	84						
		Total High School Graduates	99						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ERATH COUNTY									
	DUBLIN ISD								
	072902001	DUBLIN H S							
		Four-Year Public University	22	4	4	2	7	4	1
		Two-Year Public Colleges	10	4	1	3	0	0	2
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	27						
		Total High School Graduates	68						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PREMIER HIGH SCHOOLS								
	072801150	PREMIER H S - SAN ANGELO							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	4	0	1	0	2	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	53						
		Total High School Graduates	61						
	072801101	PREMIER H S OF ABILENE							
		Four-Year Public University	2						
		Two-Year Public Colleges	6	2	1	0	2	1	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	40						
		Total High School Graduates	50						
	072801142	PREMIER H S OF AMARILLO							
		Four-Year Public University	2						
		Two-Year Public Colleges	13	2	3	1	3	3	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	51						
		Total High School Graduates	69						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	072801131	PREMIER H S OF ARLINGTON							
		Four-Year Public University	5	2	1	1	0	1	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	34						
	072801113	PREMIER H S OF AUSTIN							
		Four-Year Public University	4						
		Two-Year Public Colleges	9	2	2	2	0	2	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	28						
		Total High School Graduates	43						
	072801138	PREMIER H S OF DAYTON							
		Four-Year Public University	1						
		Two-Year Public Colleges	10	5	2	0	1	1	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	49						
		Total High School Graduates	61						
	072801143	PREMIER H S OF EAST EL PASO							
		Four-Year Public University	2						
		Two-Year Public Colleges	5	3	0	0	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	43						
		Total High School Graduates	52						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	072801129	PREMIER H S OF EL PASO							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	1	2	1	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	34						
	072801108	PREMIER H S OF FORT WORTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	47						
		Total High School Graduates	56						
	072801137	PREMIER H S OF GRANBURY							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	0	0	4	1	3	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	64						
		Total High School Graduates	74						
	072801110	PREMIER H S OF LUBBOCK							
		Four-Year Public University	2						
		Two-Year Public Colleges	15	5	3	2	2	2	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	79						
		Total High School Graduates	98						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	072801112	PREMIER H S OF MIDLAND							
		Four-Year Public University	3						
		Two-Year Public Colleges	14	4	4	1	3	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	28						
		Total High School Graduates	45						
	072801116	PREMIER H S OF MISSION							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	2	0	1	2	0	0
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	17						
		Total High School Graduates	27						
	072801136	PREMIER H S OF NEW BRAUNFELS							
		Four-Year Public University	4						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	31						
	072801104	PREMIER H S OF PALMVIEW							
		Four-Year Public University	2						
		Two-Year Public Colleges	7	1	0	0	1	4	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	20						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	072801115	PREMIER H S OF PHARR							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	3	0	1	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	22						
		Total High School Graduates	32						
	072801121	PREMIER H S OF WACO							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	2	5	1	2	0	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	46						
		Total High School Graduates	58						
	072801145	PREMIER H S ONLINE							
		Four-Year Public University	8	2	0	1	2	2	1
		Two-Year Public Colleges	63	19	8	4	17	13	2
		Independent Colleges & Universities	5						
		Not Trackable	9						
		Not Found	273						
		Total High School Graduates	358						
	072801149	PREMIER H S SAN ANTONIO - WEST							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	1	0	0	1	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	33						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	072801146	PREMIER HIGH SCHOOLS CAREER & TECHNICAL ED CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	3	0	0	3	2	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	36						
		Total High School Graduates	50						
	STEPHENVILLE ISD								
	072903001	STEPHENVILLE H S							
		Four-Year Public University	72	17	5	7	21	22	0
		Two-Year Public Colleges	47	15	5	8	8	9	2
		Independent Colleges & Universities	12						
		Not Trackable	14						
		Not Found	80						
		Total High School Graduates	225						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FALLS COUNTY									
	CHILTON ISD								
	073901001	CHILTON SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	19	7	0	2	4	5	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	35						
	MARLIN ISD								
	073903001	MARLIN HIGH							
		Four-Year Public University	9	5	3	0	1	0	0
		Two-Year Public Colleges	6	4	1	0	0	0	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	44						
	ROSEBUD-LOTT ISD								
	073905001	ROSEBUD-LOTT H S							
		Four-Year Public University	5	0	0	1	2	2	0
		Two-Year Public Colleges	13	3	1	0	3	5	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FANNIN COUNTY									
	BONHAM ISD								
	074903001	BONHAM H S							
		Four-Year Public University	15	4	3	4	0	4	0
		Two-Year Public Colleges	25	8	2	3	4	8	0
		Independent Colleges & Universities	4						
		Not Trackable	9						
		Not Found	54						
		Total High School Graduates	107						
	HONEY GROVE ISD								
	074907001	HONEY GROVE H S							
		Four-Year Public University	14	6	1	3	1	3	0
		Two-Year Public Colleges	8	1	2	2	0	3	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	18						
		Total High School Graduates	42						
	LEONARD ISD								
	074909001	LEONARD H S							
		Four-Year Public University	15	2	2	2	5	4	0
		Two-Year Public Colleges	17	4	1	1	6	5	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	60						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SAM RAYBURN ISD								
	074917001	RAYBURN H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	6	1	1	2	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	27						
	TRENTON ISD								
	074912001	TRENTON H S							
		Four-Year Public University	7	1	1	0	2	3	0
		Two-Year Public Colleges	22	7	0	1	5	7	2
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	19						
		Total High School Graduates	50						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FAYETTE COUNTY									
	FLATONIA ISD								
	075901001	FLATONIA SECONDARY							
		Four-Year Public University	7	1	1	0	1	4	0
		Two-Year Public Colleges	11	3	3	3	1	1	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	11						
		Total High School Graduates	33						
	LA GRANGE ISD								
	075902001	LA GRANGE H S							
		Four-Year Public University	30	8	5	3	5	9	0
		Two-Year Public Colleges	46	11	9	8	7	11	0
		Independent Colleges & Universities	5						
		Not Trackable	9						
		Not Found	65						
		Total High School Graduates	155						
	SCHULENBURG ISD								
	075903001	SCHULENBURG SECONDARY							
		Four-Year Public University	8	1	0	0	2	5	0
		Two-Year Public Colleges	14	7	0	1	1	5	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	23						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FLOYD COUNTY									
	FLOYDADA ISD								
	077901001	FLOYDADA COLLEGIATE H S							
		Four-Year Public University	13	6	1	2	2	2	0
		Two-Year Public Colleges	10	2	2	0	3	1	2
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	46						
	LOCKNEY ISD								
	077902001	LOCKNEY H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	5	1	2	0	2	0	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	33						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FORT BEND COUNTY									
	FORT BEND ISD								
	079907004	CLEMENTS H S							
		Four-Year Public University	224	21	10	19	48	126	0
		Two-Year Public Colleges	100	18	15	12	23	29	3
		Independent Colleges & Universities	27						
		Not Trackable	104						
		Not Found	185						
		Total High School Graduates	640						
	079907001	DULLES H S							
		Four-Year Public University	240	31	17	10	46	136	0
		Two-Year Public Colleges	135	35	17	15	29	35	4
		Independent Colleges & Universities	31						
		Not Trackable	76						
		Not Found	165						
		Total High School Graduates	647						
	079907011	GEORGE BUSH H S							
		Four-Year Public University	160	32	22	23	36	47	0
		Two-Year Public Colleges	147	51	23	13	28	28	4
		Independent Colleges & Universities	10						
		Not Trackable	62						
		Not Found	211						
		Total High School Graduates	590						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	079907008	HIGHTOWER H S							
		Four-Year Public University	132	46	18	17	25	25	1
		Two-Year Public Colleges	89	41	13	8	14	9	4
		Independent Colleges & Universities	8						
		Not Trackable	37						
		Not Found	219						
		Total High School Graduates	485						
	079907005	KEMPNER H S							
		Four-Year Public University	156	17	18	15	31	75	0
		Two-Year Public Colleges	139	31	22	22	25	36	3
		Independent Colleges & Universities	16						
		Not Trackable	53						
		Not Found	166						
		Total High School Graduates	530						
	079907006	LAWRENCE E ELKINS H S							
		Four-Year Public University	245	31	19	34	60	101	0
		Two-Year Public Colleges	119	31	12	7	25	38	6
		Independent Colleges & Universities	13						
		Not Trackable	60						
		Not Found	163						
		Total High School Graduates	600						
	079907016	RIDGE POINT H S							
		Four-Year Public University	263	40	28	40	45	110	0
		Two-Year Public Colleges	133	42	16	20	25	26	4
		Independent Colleges & Universities	31						
		Not Trackable	35						
		Not Found	246						
		Total High School Graduates	708						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	079907007	STEPHEN F AUSTIN H S							
		Four-Year Public University	186	12	11	31	40	92	0
		Two-Year Public Colleges	158	33	19	17	41	44	4
		Independent Colleges & Universities	11						
		Not Trackable	72						
		Not Found	139						
		Total High School Graduates	566						
	079907012	THURGOOD MARSHALL H S							
		Four-Year Public University	48	26	6	9	5	2	0
		Two-Year Public Colleges	60	34	6	8	3	7	2
		Independent Colleges & Universities	8						
		Not Trackable	17						
		Not Found	161						
		Total High School Graduates	294						
	079907013	WILLIAM B TRAVIS H S							
		Four-Year Public University	211	28	13	29	47	93	1
		Two-Year Public Colleges	208	60	30	27	45	44	2
		Independent Colleges & Universities	21						
		Not Trackable	65						
		Not Found	196						
		Total High School Graduates	701						
	079907002	WILLOWRIDGE H S							
		Four-Year Public University	44	18	5	7	9	4	1
		Two-Year Public Colleges	38	19	7	2	6	4	0
		Independent Colleges & Universities	4						
		Not Trackable	13						
		Not Found	183						
		Total High School Graduates	282						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LAMAR CISD								
	079901002	B F TERRY H S							
		Four-Year Public University	62	17	10	9	13	13	0
		Two-Year Public Colleges	122	35	23	17	15	20	12
		Independent Colleges & Universities	10						
		Not Trackable	20						
		Not Found	256						
		Total High School Graduates	470						
	079901003	FOSTER H S							
		Four-Year Public University	134	28	9	29	34	34	0
		Two-Year Public Colleges	133	42	20	17	23	27	4
		Independent Colleges & Universities	15						
		Not Trackable	24						
		Not Found	166						
		Total High School Graduates	472						
	079901010	FULSHEAR H S							
		Four-Year Public University	95	13	8	23	26	25	0
		Two-Year Public Colleges	102	40	16	13	16	16	1
		Independent Colleges & Universities	12						
		Not Trackable	34						
		Not Found	127						
		Total High School Graduates	370						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	079901009	GEORGE RANCH H S							
		Four-Year Public University	219	31	26	34	50	78	0
		Two-Year Public Colleges	182	44	20	26	43	40	9
		Independent Colleges & Universities	30						
		Not Trackable	43						
		Not Found	198						
		Total High School Graduates	672						
	079901001	LAMAR CONS H S							
		Four-Year Public University	86	24	8	15	18	18	3
		Two-Year Public Colleges	99	38	8	14	21	9	9
		Independent Colleges & Universities	6						
		Not Trackable	32						
		Not Found	207						
		Total High School Graduates	430						
	NEEDVILLE ISD								
	079906001	NEEDVILLE H S							
		Four-Year Public University	50	4	6	4	14	22	0
		Two-Year Public Colleges	90	15	13	20	20	18	4
		Independent Colleges & Universities	9						
		Not Trackable	6						
		Not Found	96						
		Total High School Graduates	251						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	STAFFORD MSD								
	079910001 STAFFORD H S								
		Four-Year Public University	59	21	8	13	9	8	0
		Two-Year Public Colleges	35	17	6	4	3	5	0
		Independent Colleges & Universities	13						
		Not Trackable	22						
		Not Found	134						
		Total High School Graduates	263						
FRANKLIN COUNTY									
	MOUNT VERNON ISD								
	080901001 MT VERNON H S								
		Four-Year Public University	10	1	0	2	3	4	0
		Two-Year Public Colleges	39	16	4	2	7	9	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	42						
		Total High School Graduates	94						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FREESTONE COUNTY									
	FAIRFIELD ISD								
	081902002	FAIRFIELD H S							
		Four-Year Public University	18	3	2	4	3	5	1
		Two-Year Public Colleges	31	6	5	7	3	10	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	47						
		Total High School Graduates	102						
	TEAGUE ISD								
	081904001	TEAGUE H S							
		Four-Year Public University	14	5	4	1	3	1	0
		Two-Year Public Colleges	45	18	6	7	4	8	2
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	30						
		Total High School Graduates	93						
	WORTHAM ISD								
	081905002	WORTHAM H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	18	5	2	4	2	2	3
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	35						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
FRIO COUNTY									
	DILLEY ISD								
	082902001	DILLEY H S							
		Four-Year Public University	8	2	1	1	1	2	1
		Two-Year Public Colleges	6	2	0	0	2	1	1
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	61						
	PEARSALL ISD								
	082903001	PEARSALL H S							
		Four-Year Public University	27	6	5	9	3	4	0
		Two-Year Public Colleges	12	5	0	2	4	1	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	108						
		Total High School Graduates	153						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GAINES COUNTY									
	SEAGRAVES ISD								
	083901001	SEAGRAVES SCHOOLS							
		Four-Year Public University	2						
		Two-Year Public Colleges	6	1	0	1	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	19						
		Total High School Graduates	30						
	SEMINOLE ISD								
	083903001	SEMINOLE H S							
		Four-Year Public University	22	4	1	1	6	9	1
		Two-Year Public Colleges	44	14	7	3	2	13	5
		Independent Colleges & Universities	8						
		Not Trackable	8						
		Not Found	88						
		Total High School Graduates	170						
	083903002	SEMINOLE SUCCESS CTR							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	3	1	0	1	2	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	73						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GALVESTON COUNTY									
	CLEAR CREEK ISD								
	084910003	CLEAR BROOK H S							
		Four-Year Public University	135	21	13	18	29	52	2
		Two-Year Public Colleges	202	64	31	27	31	44	5
		Independent Colleges & Universities	15						
		Not Trackable	23						
		Not Found	174						
		Total High School Graduates	549						
	084910001	CLEAR CREEK H S							
		Four-Year Public University	167	29	15	24	40	58	1
		Two-Year Public Colleges	158	45	23	17	40	29	4
		Independent Colleges & Universities	11						
		Not Trackable	34						
		Not Found	222						
		Total High School Graduates	592						
	084910011	CLEAR FALLS H S							
		Four-Year Public University	173	17	20	28	40	67	1
		Two-Year Public Colleges	174	49	22	26	36	34	7
		Independent Colleges & Universities	12						
		Not Trackable	29						
		Not Found	200						
		Total High School Graduates	588						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	084910010	CLEAR HORIZONS EARLY COLLEGE H S							
		Four-Year Public University	73	11	5	8	20	28	1
		Two-Year Public Colleges	10	0	1	1	1	7	0
		Independent Colleges & Universities	5						
		Not Trackable	8						
		Not Found	16						
		Total High School Graduates	112						
	084910002	CLEAR LAKE H S							
		Four-Year Public University	157	20	15	15	32	75	0
		Two-Year Public Colleges	120	39	12	15	24	25	5
		Independent Colleges & Universities	14						
		Not Trackable	57						
		Not Found	202						
		Total High School Graduates	550						
	084910009	CLEAR SPRINGS H S							
		Four-Year Public University	216	22	18	31	45	98	2
		Two-Year Public Colleges	212	53	25	24	44	57	9
		Independent Colleges & Universities	27						
		Not Trackable	24						
		Not Found	220						
		Total High School Graduates	699						
	084910004	CLEAR VIEW H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	10	3	1	3	1	2	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	22						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DICKINSON ISD								
	084901009	DICKINSON CONTINUATION CENTER							
		Four-Year Public University	5	1	2	1	1	0	0
		Two-Year Public Colleges	29	9	3	9	3	3	2
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	76						
		Total High School Graduates	115						
	084901001	DICKINSON H S							
		Four-Year Public University	86	23	14	19	22	8	0
		Two-Year Public Colleges	225	90	25	36	34	28	12
		Independent Colleges & Universities	13						
		Not Trackable	29						
		Not Found	316						
		Total High School Graduates	669						
	FRIENDSWOOD ISD								
	084911001	FRIENDSWOOD H S							
		Four-Year Public University	181	26	13	29	40	72	1
		Two-Year Public Colleges	121	23	10	11	35	38	4
		Independent Colleges & Universities	23						
		Not Trackable	25						
		Not Found	159						
		Total High School Graduates	509						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GALVESTON ISD								
	084902001 BALL H S								
		Four-Year Public University	66	11	13	9	17	16	0
		Two-Year Public Colleges	132	40	18	23	28	19	4
		Independent Colleges & Universities	2						
		Not Trackable	36						
		Not Found	182						
		Total High School Graduates	418						
	HITCHCOCK ISD								
	084908001 HITCHCOCK H S								
		Four-Year Public University	7	1	0	2	2	2	0
		Two-Year Public Colleges	21	8	1	5	2	1	4
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	48						
		Total High School Graduates	79						
	ODYSSEY ACADEMY INC								
	084802001 ODYSSEY ACADEMY - GALVESTON								
		Four-Year Public University	6	1	1	3	1	0	0
		Two-Year Public Colleges	12	3	0	1	3	4	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SANTA FE ISD								
	084909001 SANTA FE H S								
		Four-Year Public University	32	5	4	2	12	9	0
		Two-Year Public Colleges	94	30	12	8	24	19	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	163						
		Total High School Graduates	293						
	TEXAS CITY ISD								
	084906002 LA MARQUE H S								
		Four-Year Public University	20	11	2	3	2	2	0
		Two-Year Public Colleges	31	10	2	1	9	4	5
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	92						
		Total High School Graduates	152						
	084906001 TEXAS CITY H S								
		Four-Year Public University	58	9	6	18	12	13	0
		Two-Year Public Colleges	117	35	18	18	24	16	6
		Independent Colleges & Universities	5						
		Not Trackable	11						
		Not Found	217						
		Total High School Graduates	408						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GARZA COUNTY									
	POST ISD								
	085902001	POST H S							
		Four-Year Public University	12	1	1	4	5	1	0
		Two-Year Public Colleges	16	4	3	4	3	2	0
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	28						
		Total High School Graduates	64						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GILLESPIE COUNTY									
	FREDERICKSBURG ISD								
	086901002	ALTER SCH							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	36						
	086901001	FREDERICKSBURG H S							
		Four-Year Public University	55	4	6	4	15	26	0
		Two-Year Public Colleges	24	6	1	3	9	4	1
		Independent Colleges & Universities	11						
		Not Trackable	9						
		Not Found	113						
		Total High School Graduates	212						
	HARPER ISD								
	086902001	HARPER H S							
		Four-Year Public University	8	3	0	1	0	4	0
		Two-Year Public Colleges	8	1	3	2	2	0	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	40						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GOLIAD COUNTY									
	GOLIAD ISD								
	088902001	GOLIAD H S							
		Four-Year Public University	33	6	6	8	2	11	0
		Two-Year Public Colleges	17	5	3	5	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	38						
		Total High School Graduates	90						
GONZALES COUNTY									
	GONZALES ISD								
	089901001	GONZALES H S							
		Four-Year Public University	35	12	3	2	7	9	2
		Two-Year Public Colleges	26	12	4	4	1	1	4
		Independent Colleges & Universities	5						
		Not Trackable	5						
		Not Found	116						
		Total High School Graduates	187						
	NIXON-SMILEY CISD								
	089903001	NIXON-SMILEY H S							
		Four-Year Public University	10	2	1	1	2	4	0
		Two-Year Public Colleges	14	1	2	3	5	1	2
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	46						
		Total High School Graduates	74						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GRAY COUNTY									
	PAMPA ISD								
	090904001	PAMPA H S							
		Four-Year Public University	41	9	6	7	9	10	0
		Two-Year Public Colleges	65	23	9	5	14	10	4
		Independent Colleges & Universities	3						
		Not Trackable	13						
		Not Found	136						
		Total High School Graduates	258						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GRAYSON COUNTY									
	BELLS ISD								
	091901001	BELLS H S							
		Four-Year Public University	12	1	0	2	3	6	0
		Two-Year Public Colleges	24	5	2	3	4	10	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	67						
	COLLINSVILLE ISD								
	091902001	COLLINSVILLE H S							
		Four-Year Public University	10	3	0	1	2	4	0
		Two-Year Public Colleges	17	8	2	1	0	6	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	52						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DENISON ISD								
	091903001	DENISON H S							
		Four-Year Public University	22	7	3	1	7	4	0
		Two-Year Public Colleges	59	18	9	5	15	8	4
		Independent Colleges & Universities	7						
		Not Trackable	5						
		Not Found	143						
		Total High School Graduates	236						
	091903002	PATHWAYS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	3	0	1	2	0	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	43						
		Total High School Graduates	50						
	GUNTER ISD								
	091917001	GUNTER H S							
		Four-Year Public University	14	3	3	1	1	6	0
		Two-Year Public Colleges	26	3	4	2	2	15	0
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	18						
		Total High School Graduates	66						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HOWE ISD								
	091905001 HOWE H S								
		Four-Year Public University	15	3	2	0	3	7	0
		Two-Year Public Colleges	13	3	3	3	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	39						
		Total High School Graduates	72						
	POTTSBORO ISD								
	091913001 POTTSBORO H S								
		Four-Year Public University	9	1	0	2	1	5	0
		Two-Year Public Colleges	29	8	1	3	8	8	1
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	57						
		Total High School Graduates	101						
	S AND S CISD								
	091914001 S AND S CONS H S								
		Four-Year Public University	9	0	0	2	2	5	0
		Two-Year Public Colleges	18	2	2	6	2	5	1
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	30						
		Total High School Graduates	64						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SHERMAN ISD								
	091906037	PERRIN LEARNING CTR							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	2	0	1	1	3	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	24						
		Total High School Graduates	34						
	091906002	SHERMAN H S							
		Four-Year Public University	35	3	2	9	7	14	0
		Two-Year Public Colleges	93	33	11	16	10	23	0
		Independent Colleges & Universities	8						
		Not Trackable	26						
		Not Found	211						
		Total High School Graduates	373						
	TIOGA ISD								
	091907101	TIOGA SCHOOL							
		Four-Year Public University	8	1	2	1	2	1	1
		Two-Year Public Colleges	5	2	0	1	2	0	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	23						
		Total High School Graduates	40						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TOM BEAN ISD								
	091918001	TOM BEAN H S							
		Four-Year Public University	6	1	0	0	1	3	1
		Two-Year Public Colleges	19	8	1	2	5	3	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	19						
		Total High School Graduates	47						
	VAN ALSTYNE ISD								
	091908001	VAN ALSTYNE H S							
		Four-Year Public University	21	3	1	2	8	7	0
		Two-Year Public Colleges	19	3	1	5	4	5	1
		Independent Colleges & Universities	7						
		Not Trackable	4						
		Not Found	55						
		Total High School Graduates	106						
	WHITESBORO ISD								
	091909001	WHITESBORO H S							
		Four-Year Public University	14	3	0	3	3	5	0
		Two-Year Public Colleges	32	9	4	5	6	6	2
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	48						
		Total High School Graduates	99						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WHITEWRIGHT ISD								
	091910001	WHITEWRIGHT H S							
		Four-Year Public University	8	1	0	1	4	2	0
		Two-Year Public Colleges	14	3	0	1	4	6	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	53						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GREGG COUNTY									
	EAST TEXAS CHARTER SCHOOLS								
	092801001	DAN CHADWICK CAMPUS							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	2	0	0	1	2	0
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	23						
		Total High School Graduates	33						
	GLADEWATER ISD								
	092901001	GLADEWATER H S							
		Four-Year Public University	7	1	1	2	0	2	1
		Two-Year Public Colleges	46	10	7	11	8	8	2
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	46						
		Total High School Graduates	103						
	KILGORE ISD								
	092902002	KILGORE H S							
		Four-Year Public University	28	8	1	2	13	4	0
		Two-Year Public Colleges	101	23	9	18	22	28	1
		Independent Colleges & Universities	5						
		Not Trackable	21						
		Not Found	100						
		Total High School Graduates	255						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LONGVIEW ISD								
	092903004	LEAD ACADEMY H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	17	10	1	1	0	2	3
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	97						
		Total High School Graduates	121						
	092903001	LONGVIEW H S							
		Four-Year Public University	79	15	17	17	15	14	1
		Two-Year Public Colleges	137	42	15	26	18	32	4
		Independent Colleges & Universities	16						
		Not Trackable	25						
		Not Found	218						
		Total High School Graduates	475						
	PINE TREE ISD								
	092904001	PINE TREE H S							
		Four-Year Public University	32	9	3	3	9	8	0
		Two-Year Public Colleges	90	32	10	11	23	8	6
		Independent Colleges & Universities	11						
		Not Trackable	14						
		Not Found	164						
		Total High School Graduates	311						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SABINE ISD								
	092906002 SABINE H S								
		Four-Year Public University	14	3	0	2	4	5	0
		Two-Year Public Colleges	37	5	6	9	9	7	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	53						
		Total High School Graduates	106						
	SPRING HILL ISD								
	092907001 SPRING HILL H S								
		Four-Year Public University	29	3	2	4	6	12	2
		Two-Year Public Colleges	31	13	2	6	6	4	0
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	47						
		Total High School Graduates	117						
	WHITE OAK ISD								
	092908001 WHITE OAK H S								
		Four-Year Public University	15	5	3	1	2	4	0
		Two-Year Public Colleges	35	8	1	3	13	10	0
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GRIMES COUNTY									
	ANDERSON-SHIRO CISD								
	093901001	ANDERSON-SHIRO JR/SR H S							
		Four-Year Public University	19	2	2	1	6	8	0
		Two-Year Public Colleges	19	4	3	3	5	4	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	33						
		Total High School Graduates	71						
	IOLA ISD								
	093903001	IOLA H S							
		Four-Year Public University	7	0	2	1	3	1	0
		Two-Year Public Colleges	6	3	0	0	2	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	18						
		Total High School Graduates	33						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NAVASOTA ISD								
	093904002	NAVASOTA H S							
		Four-Year Public University	21	3	3	5	7	3	0
		Two-Year Public Colleges	30	6	7	5	5	4	3
		Independent Colleges & Universities	3						
		Not Trackable	10						
		Not Found	95						
		Total High School Graduates	159						
	093904005	W B BIZZELL ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	26						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
GUADALUPE COUNTY									
	MARION ISD								
	094904001	MARION H S							
		Four-Year Public University	18	3	1	2	5	7	0
		Two-Year Public Colleges	19	4	4	1	2	7	1
		Independent Colleges & Universities	8						
		Not Trackable	2						
		Not Found	44						
		Total High School Graduates	91						
	NAVARRO ISD								
	094903001	NAVARRO H S							
		Four-Year Public University	42	5	3	8	11	15	0
		Two-Year Public Colleges	22	6	1	4	6	4	1
		Independent Colleges & Universities	9						
		Not Trackable	3						
		Not Found	63						
		Total High School Graduates	139						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SCHERTZ-CIBOLO-U CITY ISD								
	094902002	ALLISON L STEELE E L C							
		Four-Year Public University	1						
		Two-Year Public Colleges	6	3	0	0	0	1	2
		Independent Colleges & Universities	1						
		Not Trackable	11						
		Not Found	134						
		Total High School Graduates	153						
	094902003	BYRON P STEELE II H S							
		Four-Year Public University	175	32	26	32	34	50	1
		Two-Year Public Colleges	113	27	16	18	17	32	3
		Independent Colleges & Universities	27						
		Not Trackable	39						
		Not Found	264						
		Total High School Graduates	618						
	094902001	SAMUEL CLEMENS H S							
		Four-Year Public University	130	27	10	18	30	45	0
		Two-Year Public Colleges	131	36	14	24	18	32	7
		Independent Colleges & Universities	22						
		Not Trackable	41						
		Not Found	235						
		Total High School Graduates	559						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SEGUIN ISD								
	094901002	MERCER & BLUMBERG LRN CTR							
		Four-Year Public University	2						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	67						
		Total High School Graduates	74						
	094901001	SEGUIN H S							
		Four-Year Public University	64	13	9	12	12	17	1
		Two-Year Public Colleges	34	6	1	8	6	11	2
		Independent Colleges & Universities	24						
		Not Trackable	21						
		Not Found	234						
		Total High School Graduates	377						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HALE COUNTY									
	ABERNATHY ISD								
	095901001	ABERNATHY H S							
		Four-Year Public University	14	1	1	5	3	4	0
		Two-Year Public Colleges	12	5	0	1	4	2	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	60						
	HALE CENTER ISD								
	095903001	HALE CENTER H S							
		Four-Year Public University	5	3	1	1	0	0	0
		Two-Year Public Colleges	16	7	1	2	3	0	3
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	39						
	PLAINVIEW ISD								
	095905001	PLAINVIEW H S							
		Four-Year Public University	58	14	14	9	7	12	2
		Two-Year Public Colleges	71	16	9	15	13	14	4
		Independent Colleges & Universities	18						
		Not Trackable	20						
		Not Found	179						
		Total High School Graduates	346						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HALL COUNTY									
	MEMPHIS ISD								
	096904001	MEMPHIS H S							
		Four-Year Public University	7	1	1	0	0	5	0
		Two-Year Public Colleges	6	2	0	1	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	13						
		Total High School Graduates	28						
HAMILTON COUNTY									
	HAMILTON ISD								
	097902001	HAMILTON H S							
		Four-Year Public University	16	4	2	3	4	1	2
		Two-Year Public Colleges	10	4	0	2	2	1	1
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	31						
		Total High School Graduates	65						
	HICO ISD								
	097903001	HICO H S							
		Four-Year Public University	6	1	1	2	0	2	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HANSFORD COUNTY									
	GRUVER ISD								
	098901001	GRUVER H S							
		Four-Year Public University	11	0	3	3	2	3	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	17						
		Total High School Graduates	36						
	SPEARMAN ISD								
	098904001	SPEARMAN H S							
		Four-Year Public University	16	2	2	4	1	7	0
		Two-Year Public Colleges	15	10	1	0	2	2	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	57						
HARDEMAN COUNTY									
	QUANAH ISD								
	099903001	QUANAH H S							
		Four-Year Public University	9	2	0	1	5	1	0
		Two-Year Public Colleges	5	2	2	0	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HARDIN COUNTY									
	HARDIN-JEFFERSON ISD								
	100905001	HARDIN-JEFFERSON H S							
		Four-Year Public University	58	17	7	9	9	16	0
		Two-Year Public Colleges	17	4	3	4	1	5	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	61						
		Total High School Graduates	139						
	KOUNTZE ISD								
	100903002	KOUNTZE H S							
		Four-Year Public University	22	5	2	8	4	3	0
		Two-Year Public Colleges	12	6	1	2	1	1	1
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	29						
		Total High School Graduates	69						
	LUMBERTON ISD								
	100907001	LUMBERTON H S							
		Four-Year Public University	105	21	11	16	19	37	1
		Two-Year Public Colleges	40	13	3	7	10	6	1
		Independent Colleges & Universities	5						
		Not Trackable	7						
		Not Found	135						
		Total High School Graduates	292						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SILSBEE ISD								
	100904001	SILSBEE H S							
		Four-Year Public University	41	7	5	5	10	11	3
		Two-Year Public Colleges	28	10	4	2	6	5	1
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	101						
		Total High School Graduates	178						
	WEST HARDIN COUNTY CISD								
	100908001	WEST HARDIN H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	34						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HARRIS COUNTY									
	ALDINE ISD								
	101902001	ALDINE H S							
		Four-Year Public University	39	15	8	3	8	4	1
		Two-Year Public Colleges	155	57	18	17	24	38	1
		Independent Colleges & Universities	6						
		Not Trackable	109						
		Not Found	331						
		Total High School Graduates	640						
	101902014	BLANSON CTE H S							
		Four-Year Public University	29	8	5	6	5	5	0
		Two-Year Public Colleges	96	40	8	11	20	17	0
		Independent Colleges & Universities	1						
		Not Trackable	37						
		Not Found	117						
		Total High School Graduates	280						
	101902002	CARVER H S FOR APPLIED TECH/ENGINEERING/ARTS							
		Four-Year Public University	50	13	5	8	12	11	1
		Two-Year Public Colleges	37	13	7	5	3	8	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	81						
		Total High School Graduates	169						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101902012	DAVIS H S ALDINE							
		Four-Year Public University	85	28	10	17	14	15	1
		Two-Year Public Colleges	144	60	15	16	23	27	3
		Independent Colleges & Universities	9						
		Not Trackable	83						
		Not Found	386						
		Total High School Graduates	707						
	101902004	EISENHOWER H S							
		Four-Year Public University	45	18	8	9	3	6	1
		Two-Year Public Colleges	170	87	20	17	17	26	3
		Independent Colleges & Universities	7						
		Not Trackable	60						
		Not Found	271						
		Total High School Graduates	553						
	101902013	HALL SUCCESS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	5	0	0	3	0	1
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	46						
		Total High School Graduates	61						
	101902108	LANE SCHOOL							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	35						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101902003	MACARTHUR H S							
		Four-Year Public University	62	18	8	5	17	13	1
		Two-Year Public Colleges	185	69	22	21	39	30	4
		Independent Colleges & Universities	8						
		Not Trackable	67						
		Not Found	415						
		Total High School Graduates	737						
	101902005	NIMITZ H S							
		Four-Year Public University	60	17	12	12	9	9	1
		Two-Year Public Colleges	163	86	13	11	30	16	7
		Independent Colleges & Universities	4						
		Not Trackable	41						
		Not Found	274						
		Total High School Graduates	542						
	101902008	VICTORY EARLY COLLEGE H S							
		Four-Year Public University	49	14	4	8	14	9	0
		Two-Year Public Colleges	7	4	0	1	1	1	0
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	26						
		Total High School Graduates	89						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ALIEF ISD								
	101903012	ALIEF EARLY COLLEGE H S							
		Four-Year Public University	54	7	4	5	9	28	1
		Two-Year Public Colleges	8	3	0	1	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	15						
		Not Found	17						
		Total High School Graduates	96						
	101903002	ELSIK H S							
		Four-Year Public University	85	22	18	16	18	11	0
		Two-Year Public Colleges	133	50	16	15	26	19	7
		Independent Colleges & Universities	17						
		Not Trackable	186						
		Not Found	437						
		Total High School Graduates	858						
	101903001	HASTINGS H S							
		Four-Year Public University	101	33	18	17	14	19	0
		Two-Year Public Colleges	136	57	14	14	21	22	8
		Independent Colleges & Universities	9						
		Not Trackable	186						
		Not Found	439						
		Total High School Graduates	871						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101903006	KERR H S							
		Four-Year Public University	93	5	4	6	20	57	1
		Two-Year Public Colleges	36	5	3	3	9	16	0
		Independent Colleges & Universities	5						
		Not Trackable	26						
		Not Found	29						
		Total High School Graduates	189						
	101903003	TAYLOR H S							
		Four-Year Public University	87	20	16	10	20	21	0
		Two-Year Public Colleges	148	63	22	10	18	23	12
		Independent Colleges & Universities	9						
		Not Trackable	116						
		Not Found	295						
		Total High School Graduates	655						
	CALVIN NELMS CHARTER SCHOOLS								
	101837001	CALVIN NELMS H S							
		Four-Year Public University	6	1	1	1	2	1	0
		Two-Year Public Colleges	21	6	3	2	6	4	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	14						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CHANNELVIEW ISD								
	101905001	CHANNELVIEW H S							
		Four-Year Public University	63	13	7	8	13	22	0
		Two-Year Public Colleges	266	115	34	37	41	24	15
		Independent Colleges & Universities	8						
		Not Trackable	43						
		Not Found	233						
		Total High School Graduates	613						
	CROSBY ISD								
	101906004	CROSBY CROSSROADS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	4	0	1	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	35						
		Total High School Graduates	45						
	101906001	CROSBY H S							
		Four-Year Public University	55	4	8	15	14	14	0
		Two-Year Public Colleges	106	26	11	18	17	26	8
		Independent Colleges & Universities	6						
		Not Trackable	15						
		Not Found	193						
		Total High School Graduates	375						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CYPRESS-FAIRBANKS ISD									
	101907016	BRIDGELAND H S							
		Four-Year Public University	195	27	20	31	45	72	0
		Two-Year Public Colleges	199	61	25	21	35	50	7
		Independent Colleges & Universities	27						
		Not Trackable	141						
		Not Found	191						
		Total High School Graduates	753						
	101907002	CY-FAIR H S							
		Four-Year Public University	189	24	17	28	39	81	0
		Two-Year Public Colleges	186	57	23	24	42	39	1
		Independent Colleges & Universities	20						
		Not Trackable	119						
		Not Found	282						
		Total High School Graduates	796						
	101907004	CYPRESS CREEK H S							
		Four-Year Public University	152	29	20	15	38	47	3
		Two-Year Public Colleges	172	75	21	14	27	29	6
		Independent Colleges & Universities	15						
		Not Trackable	134						
		Not Found	307						
		Total High School Graduates	780						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907007	CYPRESS FALLS H S							
		Four-Year Public University	128	26	16	17	19	50	0
		Two-Year Public Colleges	172	66	16	17	27	42	4
		Independent Colleges & Universities	11						
		Not Trackable	124						
		Not Found	252						
		Total High School Graduates	687						
	101907013	CYPRESS LAKES H S							
		Four-Year Public University	154	35	20	23	31	44	1
		Two-Year Public Colleges	151	85	19	13	11	21	2
		Independent Colleges & Universities	16						
		Not Trackable	99						
		Not Found	306						
		Total High School Graduates	726						
	101907015	CYPRESS PARK H S							
		Four-Year Public University	114	38	17	15	24	19	1
		Two-Year Public Colleges	162	71	18	18	26	27	2
		Independent Colleges & Universities	13						
		Not Trackable	80						
		Not Found	232						
		Total High School Graduates	601						
	101907012	CYPRESS RANCH H S							
		Four-Year Public University	223	26	32	31	51	83	0
		Two-Year Public Colleges	202	71	23	28	39	38	3
		Independent Colleges & Universities	28						
		Not Trackable	140						
		Not Found	190						
		Total High School Graduates	783						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907010	CYPRESS RIDGE H S							
		Four-Year Public University	101	16	14	19	23	26	3
		Two-Year Public Colleges	134	58	19	15	13	25	4
		Independent Colleges & Universities	7						
		Not Trackable	165						
		Not Found	297						
		Total High School Graduates	704						
	101907009	CYPRESS SPRINGS H S							
		Four-Year Public University	116	29	23	15	23	26	0
		Two-Year Public Colleges	153	75	17	13	22	21	5
		Independent Colleges & Universities	20						
		Not Trackable	78						
		Not Found	238						
		Total High School Graduates	605						
	101907011	CYPRESS WOODS H S							
		Four-Year Public University	239	36	24	29	51	98	1
		Two-Year Public Colleges	226	70	27	23	45	55	6
		Independent Colleges & Universities	25						
		Not Trackable	127						
		Not Found	230						
		Total High School Graduates	847						
	101907003	JERSEY VILLAGE H S							
		Four-Year Public University	160	26	22	18	36	58	0
		Two-Year Public Colleges	176	64	18	18	29	40	7
		Independent Colleges & Universities	9						
		Not Trackable	131						
		Not Found	290						
		Total High School Graduates	766						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101907005 LANGHAM CREEK H S								
		Four-Year Public University	142	24	13	19	33	53	0
		Two-Year Public Colleges	183	69	19	25	32	36	2
		Independent Colleges & Universities	13						
		Not Trackable	111						
		Not Found	207						
		Total High School Graduates	656						
	DEER PARK ISD								
	101908001 DEER PARK H S								
		Four-Year Public University	137	21	13	29	41	32	1
		Two-Year Public Colleges	453	185	57	63	65	69	14
		Independent Colleges & Universities	22						
		Not Trackable	49						
		Not Found	241						
		Total High School Graduates	902						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GALENA PARK ISD								
	101910002	GALENA PARK H S							
		Four-Year Public University	40	5	4	5	12	13	1
		Two-Year Public Colleges	180	64	23	23	39	22	9
		Independent Colleges & Universities	9						
		Not Trackable	35						
		Not Found	198						
		Total High School Graduates	462						
	101910030	GALENA PARK ISD CAREER & TECHNICAL ECHS							
		Four-Year Public University	24	10	2	3	6	3	0
		Two-Year Public Colleges	47	16	9	9	7	4	2
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	33						
		Total High School Graduates	108						
	101910003	NORTH SHORE SENIOR HIGH							
		Four-Year Public University	115	25	17	22	21	30	0
		Two-Year Public Colleges	450	218	65	49	53	43	22
		Independent Colleges & Universities	11						
		Not Trackable	86						
		Not Found	448						
		Total High School Graduates	1,110						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GEORGE I SANCHEZ CHARTER								
	101804001	GEORGE I SANCHEZ CHARTER							
		Four-Year Public University	4						
		Two-Year Public Colleges	11	6	1	0	1	1	2
		Independent Colleges & Universities	1						
		Not Trackable	22						
		Not Found	54						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GOOSE CREEK CISD								
	101911015	GOOSE CREEK MEMORIAL							
		Four-Year Public University	68	16	7	10	15	20	0
		Two-Year Public Colleges	143	68	21	15	18	18	3
		Independent Colleges & Universities	9						
		Not Trackable	24						
		Not Found	222						
		Total High School Graduates	466						
	101911016	IMPACT EARLY COLLEGE H S							
		Four-Year Public University	37	9	4	3	12	9	0
		Two-Year Public Colleges	33	10	6	3	5	6	3
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	18						
		Total High School Graduates	94						
	101911002	LEE H S							
		Four-Year Public University	34	17	2	4	8	3	0
		Two-Year Public Colleges	97	42	9	12	14	14	6
		Independent Colleges & Universities	2						
		Not Trackable	32						
		Not Found	168						
		Total High School Graduates	333						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101911005	PETER E HYLAND CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	23	11	0	3	2	2	5
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	125						
		Total High School Graduates	155						
	101911003	STERLING H S							
		Four-Year Public University	51	11	9	9	10	11	1
		Two-Year Public Colleges	172	60	26	17	22	34	13
		Independent Colleges & Universities	3						
		Not Trackable	28						
		Not Found	173						
		Total High School Graduates	427						
	101911017	STUART CAREER TECH H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	7	2	1	1	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	35						
		Total High School Graduates	48						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCHOOL OF EXCELLENCE								
	101858004	HARMONY SCHOOL OF ADVANCEMENT-HOUSTON							
		Four-Year Public University	49	6	6	4	17	16	0
		Two-Year Public Colleges	32	18	3	5	6	0	0
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	38						
		Total High School Graduates	129						
	101858005	HARMONY SCHOOL OF DISCOVERY - HOUSTON							
		Four-Year Public University	11	2	1	2	2	4	0
		Two-Year Public Colleges	14	5	1	1	2	5	0
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	14						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCHOOL OF SCIENCE - HOUSTON								
	101862005	HARMONY SCHOOL OF INNOVATION - KATY							
		Four-Year Public University	28	6	5	3	6	8	0
		Two-Year Public Colleges	15	4	4	0	3	4	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	11						
		Total High School Graduates	60						
	101862002	HARMONY SCHOOL OF INNOVATION-SUGAR LAND							
		Four-Year Public University	70	9	8	10	16	27	0
		Two-Year Public Colleges	29	8	7	9	3	2	0
		Independent Colleges & Universities	8						
		Not Trackable	20						
		Not Found	23						
		Total High School Graduates	150						
	101862004	HARMONY SCIENCE ACADEMY- BEAUMONT							
		Four-Year Public University	11	5	1	0	1	4	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	19						
		Total High School Graduates	35						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCIENCE ACADEMY								
	101846003	HARMONY SCHOOL OF INGENUITY-HOUSTON							
		Four-Year Public University	34	15	6	3	6	4	0
		Two-Year Public Colleges	28	11	4	4	4	5	0
		Independent Colleges & Universities	3						
		Not Trackable	10						
		Not Found	52						
		Total High School Graduates	127						
	101846001	HARMONY SCIENCE ACADEMY-HOUSTON							
		Four-Year Public University	47	15	7	11	6	8	0
		Two-Year Public Colleges	24	13	3	3	5	0	0
		Independent Colleges & Universities	4						
		Not Trackable	16						
		Not Found	50						
		Total High School Graduates	141						
	HOUSTON GATEWAY ACADEMY INC								
	101828001	HOUSTON GATEWAY ACADEMY - CORAL CAMPUS							
		Four-Year Public University	20	3	1	2	6	8	0
		Two-Year Public Colleges	19	5	3	3	1	6	1
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	30						
		Total High School Graduates	78						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HOUSTON HEIGHTS HIGH SCHOOL								
	101821001	HOUSTON HEIGHTS CHARTER SCHOOL							
		Four-Year Public University	3						
		Two-Year Public Colleges	12	4	1	4	0	2	1
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	60						
		Total High School Graduates	83						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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"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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HOUSTON ISD								
	101912001	AUSTIN H S							
		Four-Year Public University	22	7	7	2	4	2	0
		Two-Year Public Colleges	65	36	9	4	5	3	8
		Independent Colleges & Universities	3						
		Not Trackable	55						
		Not Found	214						
		Total High School Graduates	359						
	101912002	BELLAIRE H S							
		Four-Year Public University	182	23	21	28	40	69	1
		Two-Year Public Colleges	131	50	15	18	22	20	6
		Independent Colleges & Universities	38						
		Not Trackable	146						
		Not Found	294						
		Total High School Graduates	791						
	101912322	CARNEGIE VANGUARD H S							
		Four-Year Public University	74	6	3	9	18	38	0
		Two-Year Public Colleges	8	0	1	0	2	5	0
		Independent Colleges & Universities	9						
		Not Trackable	28						
		Not Found	44						
		Total High School Graduates	163						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912323	CHALLENGE EARLY COLLEGE H S							
		Four-Year Public University	45	15	5	12	6	7	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	7						
		Not Trackable	15						
		Not Found	42						
		Total High School Graduates	113						
	101912027	CHAVEZ H S							
		Four-Year Public University	74	25	12	9	18	10	0
		Two-Year Public Colleges	130	48	13	22	22	21	4
		Independent Colleges & Universities	4						
		Not Trackable	92						
		Not Found	246						
		Total High School Graduates	546						
	101912026	DEBAKEY H S FOR HEALTH PROF							
		Four-Year Public University	93	12	5	5	15	56	0
		Two-Year Public Colleges	26	7	3	4	4	8	0
		Independent Colleges & Universities	8						
		Not Trackable	32						
		Not Found	27						
		Total High School Graduates	186						
	101912345	EAST EARLY COLLEGE H S							
		Four-Year Public University	52	14	12	9	7	9	1
		Two-Year Public Colleges	8	2	1	0	2	2	1
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	34						
		Total High School Graduates	103						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912301	EASTWOOD ACADEMY							
		Four-Year Public University	36	6	4	8	11	7	0
		Two-Year Public Colleges	34	11	2	7	4	9	1
		Independent Colleges & Universities	2						
		Not Trackable	10						
		Not Found	31						
		Total High School Graduates	113						
	101912321	ENERGIZED FOR STEM ACADEMY H S							
		Four-Year Public University	10	7	1	0	1	1	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	2						
		Not Trackable	29						
		Not Found	64						
		Total High School Graduates	109						
	101912468	ENERGY INSTITUTE H S							
		Four-Year Public University	31	8	6	6	8	3	0
		Two-Year Public Colleges	37	19	2	4	5	5	2
		Independent Colleges & Universities	13						
		Not Trackable	34						
		Not Found	49						
		Total High School Graduates	164						
	101912004	FURR H S							
		Four-Year Public University	21	8	3	1	5	4	0
		Two-Year Public Colleges	40	12	6	4	7	7	4
		Independent Colleges & Universities	1						
		Not Trackable	33						
		Not Found	126						
		Total High School Graduates	221						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912034	H S FOR LAW AND JUSTICE							
		Four-Year Public University	15	6	0	3	3	3	0
		Two-Year Public Colleges	18	8	3	1	3	2	1
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	43						
		Total High School Graduates	85						
	101912097	HCC LIFE SKILLS PROGRAM							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	56						
		Total High School Graduates	68						
	101912012	HEIGHTS H S							
		Four-Year Public University	105	27	8	18	24	26	2
		Two-Year Public Colleges	129	64	10	17	19	12	7
		Independent Colleges & Universities	19						
		Not Trackable	51						
		Not Found	222						
		Total High School Graduates	526						
	101912348	HOUSTON ACADEMY FOR INTERNATIONAL STUDIES							
		Four-Year Public University	45	13	8	4	7	11	2
		Two-Year Public Colleges	13	7	1	2	1	2	0
		Independent Colleges & Universities	4						
		Not Trackable	10						
		Not Found	51						
		Total High School Graduates	123						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912310	HOUSTON MATH SCIENCE AND TECHNOLOGY CENTER							
		Four-Year Public University	30	13	3	8	3	3	0
		Two-Year Public Colleges	80	33	18	9	11	6	3
		Independent Colleges & Universities	1						
		Not Trackable	74						
		Not Found	359						
		Total High School Graduates	544						
	101912006	JONES FUTURES ACADEMY							
		Four-Year Public University	18	4	2	6	4	2	0
		Two-Year Public Colleges	10	3	1	3	0	3	0
		Independent Colleges & Universities	3						
		Not Trackable	15						
		Not Found	40						
		Total High School Graduates	86						
	101912007	KASHMERE H S							
		Four-Year Public University	18	15	2	0	1	0	0
		Two-Year Public Colleges	21	12	3	1	3	1	1
		Independent Colleges & Universities	5						
		Not Trackable	12						
		Not Found	114						
		Total High School Graduates	170						
	101912025	KINDER H S FOR PERFORMING AND VISUAL ARTS							
		Four-Year Public University	32	4	2	6	6	14	0
		Two-Year Public Colleges	11	1	3	2	3	1	1
		Independent Colleges & Universities	13						
		Not Trackable	34						
		Not Found	91						
		Total High School Graduates	181						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912008	LAMAR H S							
		Four-Year Public University	150	21	17	32	25	55	0
		Two-Year Public Colleges	126	53	8	15	21	27	2
		Independent Colleges & Universities	38						
		Not Trackable	133						
		Not Found	241						
		Total High School Graduates	688						
	101912324	LIBERTY H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	32						
		Not Found	2						
		Total High School Graduates	37						
	101912059	LONG ACADEMY							
		Four-Year Public University	14	4	1	1	1	7	0
		Two-Year Public Colleges	6	1	0	0	2	3	0
		Independent Colleges & Universities	1						
		Not Trackable	9						
		Not Found	25						
		Total High School Graduates	55						
	101912010	MADISON H S							
		Four-Year Public University	26	11	5	2	3	4	1
		Two-Year Public Colleges	42	19	5	5	5	5	3
		Independent Colleges & Universities	3						
		Not Trackable	54						
		Not Found	233						
		Total High School Graduates	358						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912458	MICKEY LELAND COLLEGE PREP ACAD FOR YOUNG MEN							
		Four-Year Public University	11	2	3	2	3	1	0
		Two-Year Public Colleges	9	4	0	1	2	1	1
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	16						
		Total High School Graduates	44						
	101912011	MILBY H S							
		Four-Year Public University	63	24	6	13	8	12	0
		Two-Year Public Colleges	126	60	15	16	22	10	3
		Independent Colleges & Universities	5						
		Not Trackable	64						
		Not Found	271						
		Total High School Graduates	529						
	101912311	MOUNT CARMEL ACADEMY							
		Four-Year Public University	9	2	0	2	4	1	0
		Two-Year Public Colleges	34	18	5	0	3	7	1
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	31						
		Total High School Graduates	84						
	101912477	NORTH FOREST H S							
		Four-Year Public University	17	7	1	4	4	0	1
		Two-Year Public Colleges	27	12	4	3	5	1	2
		Independent Colleges & Universities	2						
		Not Trackable	22						
		Not Found	140						
		Total High School Graduates	208						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912308	NORTH HOUSTON EARLY COLLEGE H S							
		Four-Year Public University	39	11	6	4	6	11	1
		Two-Year Public Colleges	20	6	4	2	3	5	0
		Independent Colleges & Universities	6						
		Not Trackable	10						
		Not Found	32						
		Total High School Graduates	107						
	101912003	NORTHSIDE H S							
		Four-Year Public University	44	21	5	4	8	6	0
		Two-Year Public Colleges	44	15	10	5	8	5	1
		Independent Colleges & Universities	4						
		Not Trackable	42						
		Not Found	196						
		Total High School Graduates	330						
	101912024	SCARBOROUGH H S							
		Four-Year Public University	16	6	4	4	1	1	0
		Two-Year Public Colleges	20	8	5	2	3	2	0
		Independent Colleges & Universities	1						
		Not Trackable	36						
		Not Found	94						
		Total High School Graduates	167						
	101912023	SHARPSTOWN H S							
		Four-Year Public University	22	15	3	1	3	0	0
		Two-Year Public Colleges	58	24	8	6	10	5	5
		Independent Colleges & Universities	6						
		Not Trackable	127						
		Not Found	154						
		Total High School Graduates	367						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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"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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912081	SHARPSTOWN INTERNATIONAL SCHOOL							
		Four-Year Public University	30	6	4	6	7	7	0
		Two-Year Public Colleges	33	16	3	5	3	6	0
		Independent Colleges & Universities	5						
		Not Trackable	15						
		Not Found	50						
		Total High School Graduates	133						
	101912486	SOUTH EARLY COLLEGE H S							
		Four-Year Public University	32	10	4	7	6	5	0
		Two-Year Public Colleges	21	11	1	2	4	3	0
		Independent Colleges & Universities	3						
		Not Trackable	11						
		Not Found	37						
		Total High School Graduates	104						
	101912014	STERLING H S							
		Four-Year Public University	39	20	6	8	3	2	0
		Two-Year Public Colleges	38	17	5	5	4	2	5
		Independent Colleges & Universities	5						
		Not Trackable	44						
		Not Found	198						
		Total High School Graduates	324						
	101912100	TEXAS CONNECTIONS ACADEMY AT HOUSTON							
		Four-Year Public University	73	14	9	7	19	24	0
		Two-Year Public Colleges	158	46	12	22	33	36	9
		Independent Colleges & Universities	4						
		Not Trackable	50						
		Not Found	491						
		Total High School Graduates	776						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912015	WALTRIP H S							
		Four-Year Public University	67	24	13	13	12	5	0
		Two-Year Public Colleges	82	29	13	11	15	9	5
		Independent Colleges & Universities	6						
		Not Trackable	51						
		Not Found	247						
		Total High School Graduates	453						
	101912016	WASHINGTON B T H S							
		Four-Year Public University	21	12	2	4	0	3	0
		Two-Year Public Colleges	13	5	1	1	2	1	3
		Independent Colleges & Universities	4						
		Not Trackable	14						
		Not Found	69						
		Total High School Graduates	121						
	101912017	WESTBURY H S							
		Four-Year Public University	63	30	9	8	6	10	0
		Two-Year Public Colleges	85	44	9	6	16	8	2
		Independent Colleges & Universities	13						
		Not Trackable	108						
		Not Found	257						
		Total High School Graduates	526						
	101912036	WESTSIDE H S							
		Four-Year Public University	116	22	14	19	21	38	2
		Two-Year Public Colleges	120	39	13	15	25	24	4
		Independent Colleges & Universities	23						
		Not Trackable	128						
		Not Found	234						
		Total High School Graduates	621						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912018	WHEATLEY H S							
		Four-Year Public University	15	8	3	3	1	0	0
		Two-Year Public Colleges	15	13	0	1	1	0	0
		Independent Colleges & Universities	2						
		Not Trackable	30						
		Not Found	97						
		Total High School Graduates	159						
	101912009	WISDOM H S							
		Four-Year Public University	13	5	4	1	2	0	1
		Two-Year Public Colleges	38	16	4	4	7	7	0
		Independent Colleges & Universities	5						
		Not Trackable	157						
		Not Found	141						
		Total High School Graduates	354						
	101912019	WORTHING H S							
		Four-Year Public University	28	21	2	3	0	1	1
		Two-Year Public Colleges	16	10	2	3	0	1	0
		Independent Colleges & Universities	2						
		Not Trackable	20						
		Not Found	112						
		Total High School Graduates	178						
	101912020	YATES H S							
		Four-Year Public University	24	12	2	5	4	1	0
		Two-Year Public Colleges	18	14	0	1	1	0	2
		Independent Colleges & Universities	0						
		Not Trackable	13						
		Not Found	98						
		Total High School Graduates	153						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101912463	YOUNG WOMEN'S COLLEGE PREP ACADEMY							
		Four-Year Public University	9	1	1	3	1	3	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	14						
		Total High School Graduates	32						
	HUFFMAN ISD								
	101925001	HARGRAVE H S							
		Four-Year Public University	50	9	6	13	11	11	0
		Two-Year Public Colleges	64	19	6	7	13	14	5
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	110						
		Total High School Graduates	232						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HUMBLE ISD								
	101913008	ATASCOCITA H S							
		Four-Year Public University	187	43	17	30	39	56	2
		Two-Year Public Colleges	243	86	29	26	42	50	10
		Independent Colleges & Universities	14						
		Not Trackable	90						
		Not Found	298						
		Total High School Graduates	832						
	101913001	HUMBLE H S							
		Four-Year Public University	69	24	14	12	9	8	2
		Two-Year Public Colleges	105	56	12	9	11	8	9
		Independent Colleges & Universities	10						
		Not Trackable	64						
		Not Found	311						
		Total High School Graduates	559						
	101913002	KINGWOOD H S							
		Four-Year Public University	148	15	14	21	23	75	0
		Two-Year Public Colleges	186	51	26	23	26	52	8
		Independent Colleges & Universities	13						
		Not Trackable	113						
		Not Found	205						
		Total High School Graduates	665						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101913013	KINGWOOD PARK H S							
		Four-Year Public University	80	12	8	14	10	36	0
		Two-Year Public Colleges	133	47	19	19	16	28	4
		Independent Colleges & Universities	8						
		Not Trackable	45						
		Not Found	149						
		Total High School Graduates	415						
	101913005	QUEST EARLY COLLEGE H S							
		Four-Year Public University	64	6	5	9	22	22	0
		Two-Year Public Colleges	13	5	1	1	3	3	0
		Independent Colleges & Universities	5						
		Not Trackable	8						
		Not Found	19						
		Total High School Graduates	109						
	101913014	SUMMER CREEK H S							
		Four-Year Public University	154	26	23	29	29	47	0
		Two-Year Public Colleges	148	64	20	17	21	20	6
		Independent Colleges & Universities	12						
		Not Trackable	64						
		Not Found	210						
		Total High School Graduates	588						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KATY ISD								
	101914007	CINCO RANCH H S							
		Four-Year Public University	217	28	19	23	51	96	0
		Two-Year Public Colleges	145	34	21	17	31	35	7
		Independent Colleges & Universities	15						
		Not Trackable	225						
		Not Found	181						
		Total High School Graduates	783						
	101914001	KATY H S							
		Four-Year Public University	142	21	18	22	31	50	0
		Two-Year Public Colleges	169	52	24	26	30	29	8
		Independent Colleges & Universities	20						
		Not Trackable	148						
		Not Found	271						
		Total High School Graduates	750						
	101914005	MAYDE CREEK H S							
		Four-Year Public University	96	13	8	14	24	37	0
		Two-Year Public Colleges	157	59	26	24	26	17	5
		Independent Colleges & Universities	17						
		Not Trackable	118						
		Not Found	295						
		Total High School Graduates	683						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101914009	MORTON RANCH H S							
		Four-Year Public University	82	16	10	11	10	33	2
		Two-Year Public Colleges	146	58	19	15	21	31	2
		Independent Colleges & Universities	11						
		Not Trackable	80						
		Not Found	244						
		Total High School Graduates	563						
	101914013	PAETOW H S							
		Four-Year Public University	92	23	10	17	16	25	1
		Two-Year Public Colleges	135	53	15	24	15	25	3
		Independent Colleges & Universities	11						
		Not Trackable	56						
		Not Found	226						
		Total High School Graduates	520						
	101914010	SEVEN LAKES H S							
		Four-Year Public University	247	18	4	22	50	153	0
		Two-Year Public Colleges	150	30	14	21	28	54	3
		Independent Colleges & Universities	17						
		Not Trackable	332						
		Not Found	193						
		Total High School Graduates	939						
	101914002	TAYLOR H S							
		Four-Year Public University	184	19	19	26	37	82	1
		Two-Year Public Colleges	160	41	20	27	20	49	3
		Independent Colleges & Universities	13						
		Not Trackable	184						
		Not Found	196						
		Total High School Graduates	737						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101914012	TOMPKINS H S							
		Four-Year Public University	264	32	21	30	53	128	0
		Two-Year Public Colleges	166	42	22	25	30	45	2
		Independent Colleges & Universities	35						
		Not Trackable	239						
		Not Found	250						
		Total High School Graduates	954						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KLEIN ISD								
	101915005	KLEIN CAIN H S							
		Four-Year Public University	195	31	18	26	46	72	2
		Two-Year Public Colleges	238	78	32	26	29	67	6
		Independent Colleges & Universities	21						
		Not Trackable	81						
		Not Found	305						
		Total High School Graduates	840						
	101915004	KLEIN COLLINS H S							
		Four-Year Public University	166	22	14	25	35	69	1
		Two-Year Public Colleges	216	89	31	28	29	34	5
		Independent Colleges & Universities	19						
		Not Trackable	58						
		Not Found	313						
		Total High School Graduates	772						
	101915002	KLEIN FOREST H S							
		Four-Year Public University	104	28	13	17	25	21	0
		Two-Year Public Colleges	202	79	17	34	26	39	7
		Independent Colleges & Universities	19						
		Not Trackable	75						
		Not Found	345						
		Total High School Graduates	745						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101915001	KLEIN H S							
		Four-Year Public University	177	27	19	27	37	65	2
		Two-Year Public Colleges	191	71	18	21	27	50	4
		Independent Colleges & Universities	15						
		Not Trackable	75						
		Not Found	261						
		Total High School Graduates	719						
	101915003	KLEIN OAK H S							
		Four-Year Public University	209	34	20	36	39	79	1
		Two-Year Public Colleges	188	55	29	26	29	42	7
		Independent Colleges & Universities	24						
		Not Trackable	66						
		Not Found	338						
		Total High School Graduates	825						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LA PORTE ISD								
	101916001	LA PORTE H S							
		Four-Year Public University	86	16	12	19	21	17	1
		Two-Year Public Colleges	239	110	28	28	34	32	7
		Independent Colleges & Universities	9						
		Not Trackable	7						
		Not Found	94						
		Total High School Graduates	435						
	101916002	THE ACADEMY OF VIOLA DEWALT HIGH SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	33	18	2	2	3	4	4
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	44						
		Total High School Graduates	79						
	LEGACY SCHOOL OF SPORT SCIENCES								
	101874001	LEGACY SCHOOL OF SPORT SCIENCES							
		Four-Year Public University	13	6	2	2	2	1	0
		Two-Year Public Colleges	7	4	0	1	0	2	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PASADENA ISD								
	101917004	DOBIE H S							
		Four-Year Public University	138	24	20	17	37	40	0
		Two-Year Public Colleges	457	198	68	48	61	67	15
		Independent Colleges & Universities	15						
		Not Trackable	42						
		Not Found	284						
		Total High School Graduates	936						
	101917016	DR KIRK LEWIS CAREER AND TECHNICAL H S							
		Four-Year Public University	26	8	1	5	7	5	0
		Two-Year Public Colleges	196	73	23	20	36	36	8
		Independent Colleges & Universities	3						
		Not Trackable	21						
		Not Found	82						
		Total High School Graduates	328						
	101917001	PASADENA HIGH SCHOOL							
		Four-Year Public University	65	15	12	10	13	15	0
		Two-Year Public Colleges	174	83	12	24	25	23	7
		Independent Colleges & Universities	5						
		Not Trackable	51						
		Not Found	190						
		Total High School Graduates	485						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101917013	PASADENA MEMORIAL H S							
		Four-Year Public University	84	13	11	13	16	30	1
		Two-Year Public Colleges	368	151	34	51	67	54	11
		Independent Colleges & Universities	8						
		Not Trackable	54						
		Not Found	231						
		Total High School Graduates	745						
	101917002	SAM RAYBURN H S							
		Four-Year Public University	49	11	6	7	9	16	0
		Two-Year Public Colleges	273	133	36	26	36	22	20
		Independent Colleges & Universities	5						
		Not Trackable	55						
		Not Found	267						
		Total High School Graduates	649						
	101917003	SOUTH HOUSTON HIGH SCHOOL							
		Four-Year Public University	63	12	9	7	16	17	2
		Two-Year Public Colleges	180	68	32	16	33	18	13
		Independent Colleges & Universities	9						
		Not Trackable	60						
		Not Found	188						
		Total High School Graduates	500						
	101917007	TEGELER CAREER CENTER							
		Four-Year Public University	3						
		Two-Year Public Colleges	22	11	3	3	2	2	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	15						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS								
	101806001	HOUSTON T-STEM AND EARLY COLLEGE H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	16	4	2	0	1	8	1
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	19						
		Total High School Graduates	48						
	SHELDON ISD								
	101924001	C E KING H S							
		Four-Year Public University	68	17	12	14	14	10	1
		Two-Year Public Colleges	223	90	33	24	28	33	15
		Independent Colleges & Universities	7						
		Not Trackable	37						
		Not Found	215						
		Total High School Graduates	550						
	101924012	KASE ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	23	14	1	3	1	2	2
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	55						
		Total High School Graduates	82						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SOUTHWEST SCHOOL								
	101838001	EMPOWERMENT H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	6	1	1	2	2	0	0
		Independent Colleges & Universities	0						
		Not Trackable	19						
		Not Found	45						
		Total High School Graduates	73						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPRING BRANCH ISD								
	101920001	MEMORIAL H S							
		Four-Year Public University	176	9	9	19	38	99	2
		Two-Year Public Colleges	104	23	6	10	23	37	5
		Independent Colleges & Universities	41						
		Not Trackable	162						
		Not Found	184						
		Total High School Graduates	667						
	101920005	NORTHBROOK H S							
		Four-Year Public University	73	31	10	9	12	9	2
		Two-Year Public Colleges	69	37	5	6	10	8	3
		Independent Colleges & Universities	12						
		Not Trackable	105						
		Not Found	296						
		Total High School Graduates	555						
	101920003	SPRING WOODS H S							
		Four-Year Public University	55	20	6	7	14	8	0
		Two-Year Public Colleges	60	30	5	10	6	8	1
		Independent Colleges & Universities	7						
		Not Trackable	94						
		Not Found	279						
		Total High School Graduates	495						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101920006	STRATFORD H S							
		Four-Year Public University	150	13	12	19	36	66	4
		Two-Year Public Colleges	84	25	8	11	11	26	3
		Independent Colleges & Universities	22						
		Not Trackable	73						
		Not Found	192						
		Total High School Graduates	521						
	101920014	WESTCHESTER ACADEMY FOR INTERNATIONAL STUDIES							
		Four-Year Public University	25	5	2	4	8	6	0
		Two-Year Public Colleges	27	12	2	0	3	10	0
		Independent Colleges & Universities	3						
		Not Trackable	22						
		Not Found	52						
		Total High School Graduates	129						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPRING ISD								
	101919003	ANDY DEKANEY H S							
		Four-Year Public University	53	29	8	7	6	3	0
		Two-Year Public Colleges	87	55	9	4	9	10	0
		Independent Colleges & Universities	8						
		Not Trackable	38						
		Not Found	231						
		Total High School Graduates	417						
	101919018	CARL WUNSCHE SR H S							
		Four-Year Public University	81	22	18	14	13	14	0
		Two-Year Public Colleges	102	32	11	15	18	22	4
		Independent Colleges & Universities	6						
		Not Trackable	20						
		Not Found	97						
		Total High School Graduates	306						
	101919021	SPRING EARLY COLLEGE ACADEMY							
		Four-Year Public University	51	6	8	13	6	18	0
		Two-Year Public Colleges	18	8	1	4	3	2	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	30						
		Total High School Graduates	105						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101919001	SPRING H S							
		Four-Year Public University	91	33	17	17	14	10	0
		Two-Year Public Colleges	121	63	18	14	12	12	2
		Independent Colleges & Universities	8						
		Not Trackable	26						
		Not Found	425						
		Total High School Graduates	671						
	101919002	WESTFIELD H S							
		Four-Year Public University	78	32	8	9	18	10	1
		Two-Year Public Colleges	127	62	19	10	14	20	2
		Independent Colleges & Universities	5						
		Not Trackable	60						
		Not Found	375						
		Total High School Graduates	645						
	THE PRO-VISION ACADEMY								
	101868001	THE PRO-VISION ACADEMY							
		Four-Year Public University	2						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	28						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TOMBALL ISD								
	101921001	TOMBALL H S							
		Four-Year Public University	115	18	12	14	30	41	0
		Two-Year Public Colleges	120	35	16	16	23	28	2
		Independent Colleges & Universities	19						
		Not Trackable	60						
		Not Found	221						
		Total High School Graduates	535						
	101921002	TOMBALL MEMORIAL H S							
		Four-Year Public University	179	24	17	20	48	69	1
		Two-Year Public Colleges	177	57	17	24	38	39	2
		Independent Colleges & Universities	15						
		Not Trackable	32						
		Not Found	181						
		Total High School Graduates	584						
	101921005	TOMBALL STAR ACADEMY							
		Four-Year Public University	40	9	2	6	8	14	1
		Two-Year Public Colleges	17	3	2	2	6	3	1
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	32						
		Total High School Graduates	95						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	YES PREP PUBLIC SCHOOLS INC								
	101845008	YES PREP - 5TH WARD							
		Four-Year Public University	26	15	4	5	0	2	0
		Two-Year Public Colleges	38	18	4	3	8	5	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	29						
		Total High School Graduates	99						
	101845006	YES PREP - BRAYS OAKS							
		Four-Year Public University	39	15	5	3	9	5	2
		Two-Year Public Colleges	22	9	5	2	4	2	0
		Independent Colleges & Universities	3						
		Not Trackable	8						
		Not Found	38						
		Total High School Graduates	110						
	101845003	YES PREP - EAST END							
		Four-Year Public University	38	10	5	8	8	6	1
		Two-Year Public Colleges	23	14	2	2	3	2	0
		Independent Colleges & Universities	11						
		Not Trackable	4						
		Not Found	42						
		Total High School Graduates	118						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101845004	YES PREP - GULFTON							
		Four-Year Public University	40	21	2	4	10	2	1
		Two-Year Public Colleges	13	6	0	5	1	1	0
		Independent Colleges & Universities	6						
		Not Trackable	11						
		Not Found	53						
		Total High School Graduates	123						
	101845101	YES PREP - NORTH CENTRAL							
		Four-Year Public University	29	12	5	4	5	3	0
		Two-Year Public Colleges	36	18	8	4	3	2	1
		Independent Colleges & Universities	4						
		Not Trackable	7						
		Not Found	45						
		Total High School Graduates	121						
	101845007	YES PREP - NORTHSIDE							
		Four-Year Public University	45	22	4	10	6	1	2
		Two-Year Public Colleges	19	6	1	4	1	3	4
		Independent Colleges & Universities	6						
		Not Trackable	9						
		Not Found	36						
		Total High School Graduates	115						
	101845001	YES PREP - SOUTHEAST							
		Four-Year Public University	36	15	4	5	9	3	0
		Two-Year Public Colleges	46	20	7	4	3	11	1
		Independent Colleges & Universities	5						
		Not Trackable	6						
		Not Found	22						
		Total High School Graduates	115						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101845002	YES PREP - SOUTHWEST							
		Four-Year Public University	39	17	3	6	3	7	3
		Two-Year Public Colleges	21	9	2	2	4	4	0
		Independent Colleges & Universities	10						
		Not Trackable	8						
		Not Found	50						
		Total High School Graduates	128						
	101845005	YES PREP - WEST							
		Four-Year Public University	24	10	1	8	3	1	1
		Two-Year Public Colleges	22	12	2	4	2	2	0
		Independent Colleges & Universities	1						
		Not Trackable	12						
		Not Found	23						
		Total High School Graduates	82						
	101845009	YES PREP - WHITE OAK							
		Four-Year Public University	10	5	2	0	2	1	0
		Two-Year Public Colleges	15	8	3	1	1	1	1
		Independent Colleges & Universities	2						
		Not Trackable	10						
		Not Found	18						
		Total High School Graduates	55						
	101845010	YES PREP NORTH FOREST							
		Four-Year Public University	33	14	2	4	7	5	1
		Two-Year Public Colleges	25	10	3	2	4	4	2
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	57						
		Total High School Graduates	121						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HARRISON COUNTY									
	ELYSIAN FIELDS ISD								
	102906001	ELYSIAN FIELDS H S							
		Four-Year Public University	9	4	0	1	2	2	0
		Two-Year Public Colleges	20	7	2	2	2	7	0
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	65						
	HALLSVILLE ISD								
	102904002	HALLSVILLE H S							
		Four-Year Public University	69	7	6	13	16	25	2
		Two-Year Public Colleges	81	13	11	11	20	23	3
		Independent Colleges & Universities	19						
		Not Trackable	9						
		Not Found	141						
		Total High School Graduates	319						
	102904010	TEXAS VIRTUAL ACADEMY AT HALLSVILLE							
		Four-Year Public University	36	10	1	9	7	6	3
		Two-Year Public Colleges	155	49	18	19	25	34	10
		Independent Colleges & Universities	8						
		Not Trackable	20						
		Not Found	783						
		Total High School Graduates	1,002						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARLETON ISD								
	102905001	HARLETON H S							
		Four-Year Public University	11	1	1	3	1	5	0
		Two-Year Public Colleges	17	3	1	4	6	2	1
		Independent Colleges & Universities	7						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	64						
	MARSHALL ISD								
	102902006	MARSHALL EARLY GRADUATION SCHOOL							
		Four-Year Public University	4						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	42						
	102902001	MARSHALL H S							
		Four-Year Public University	46	14	7	9	10	6	0
		Two-Year Public Colleges	63	22	6	15	11	5	4
		Independent Colleges & Universities	20						
		Not Trackable	14						
		Not Found	125						
		Total High School Graduates	268						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WASKOM ISD								
	102903002 WASKOM H S								
		Four-Year Public University	7	2	0	2	1	2	0
		Two-Year Public Colleges	21	6	4	2	2	5	2
		Independent Colleges & Universities	8						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	63						
HASKELL COUNTY									
	HASKELL CISD								
	104901001 HASKELL H S								
		Four-Year Public University	14	3	1	4	4	2	0
		Two-Year Public Colleges	12	7	1	0	1	2	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HAYS COUNTY									
	DRIPPING SPRINGS ISD								
	105904001	DRIPPING SPRINGS H S							
		Four-Year Public University	125	8	9	24	37	45	2
		Two-Year Public Colleges	99	12	17	13	26	29	2
		Independent Colleges & Universities	24						
		Not Trackable	36						
		Not Found	213						
		Total High School Graduates	497						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HAYS CISD								
	105906001	JACK C HAYS H S							
		Four-Year Public University	148	26	11	27	37	47	0
		Two-Year Public Colleges	141	40	12	15	31	31	12
		Independent Colleges & Universities	17						
		Not Trackable	35						
		Not Found	326						
		Total High School Graduates	667						
	105906005	LEHMAN H S							
		Four-Year Public University	98	19	8	22	26	23	0
		Two-Year Public Colleges	73	23	9	11	13	9	8
		Independent Colleges & Universities	10						
		Not Trackable	35						
		Not Found	284						
		Total High School Graduates	500						
	105906004	LIVE OAK ACADEMY							
		Four-Year Public University	4						
		Two-Year Public Colleges	19	11	0	2	2	1	3
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	144						
		Total High School Graduates	177						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SAN MARCOS CISD								
	105902001 SAN MARCOS H S								
		Four-Year Public University	124	32	19	24	28	19	2
		Two-Year Public Colleges	33	10	5	1	4	5	8
		Independent Colleges & Universities	9						
		Not Trackable	27						
		Not Found	282						
		Total High School Graduates	475						
	WIMBERLEY ISD								
	105905001 WIMBERLEY H S								
		Four-Year Public University	48	9	4	4	16	15	0
		Two-Year Public Colleges	32	8	5	3	11	4	1
		Independent Colleges & Universities	9						
		Not Trackable	11						
		Not Found	65						
		Total High School Graduates	165						
HEMPHILL COUNTY									
	CANADIAN ISD								
	106901001 CANADIAN H S								
		Four-Year Public University	23	6	0	5	3	9	0
		Two-Year Public Colleges	12	4	3	1	1	3	0
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	24						
		Total High School Graduates	67						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HENDERSON COUNTY									
	ATHENS ISD								
	107901001	ATHENS H S							
		Four-Year Public University	38	15	2	6	5	9	1
		Two-Year Public Colleges	50	15	9	6	8	12	0
		Independent Colleges & Universities	2						
		Not Trackable	7						
		Not Found	97						
		Total High School Graduates	194						
	BROWNSBORO ISD								
	107902001	BROWNSBORO H S							
		Four-Year Public University	30	9	3	3	3	10	2
		Two-Year Public Colleges	43	17	3	7	7	9	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	92						
		Total High School Graduates	169						
	CROSS ROADS ISD								
	107904001	CROSS ROADS H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	9	1	0	1	2	3	2
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	27						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EUSTACE ISD								
	107905001	EUSTACE H S							
		Four-Year Public University	17	1	0	3	6	7	0
		Two-Year Public Colleges	29	5	2	6	8	7	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	74						
		Total High School Graduates	121						
	MALAKOFF ISD								
	107906001	MALAKOFF H S							
		Four-Year Public University	16	0	3	2	5	6	0
		Two-Year Public Colleges	17	3	4	4	2	3	1
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	42						
		Total High School Graduates	80						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HIDALGO COUNTY									
	DONNA ISD								
	108902006	3D ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	14						
		Not Found	67						
		Total High School Graduates	85						
	108902001	DONNA H S							
		Four-Year Public University	83	33	8	9	15	16	2
		Two-Year Public Colleges	76	33	10	7	10	5	11
		Independent Colleges & Universities	7						
		Not Trackable	31						
		Not Found	249						
		Total High School Graduates	446						
	108902007	DONNA NORTH H S							
		Four-Year Public University	61	19	12	7	13	9	1
		Two-Year Public Colleges	75	34	8	6	12	6	9
		Independent Colleges & Universities	4						
		Not Trackable	56						
		Not Found	243						
		Total High School Graduates	439						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EDCOUCH-ELSA ISD								
	108903001	EDCOUCH-ELSA H S							
		Four-Year Public University	78	21	11	18	16	12	0
		Two-Year Public Colleges	53	22	10	3	8	8	2
		Independent Colleges & Universities	3						
		Not Trackable	17						
		Not Found	148						
		Total High School Graduates	299						
	108903004	EDCOUCH-ELSA H S ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	39						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EDINBURG CISD								
	108904002	ECONOMEDES H S							
		Four-Year Public University	130	39	16	14	23	33	5
		Two-Year Public Colleges	74	41	13	5	4	7	4
		Independent Colleges & Universities	1						
		Not Trackable	60						
		Not Found	321						
		Total High School Graduates	586						
	108904001	EDINBURG H S							
		Four-Year Public University	162	34	25	26	38	36	3
		Two-Year Public Colleges	97	41	10	9	10	8	19
		Independent Colleges & Universities	10						
		Not Trackable	28						
		Not Found	283						
		Total High School Graduates	580						
	108904003	EDINBURG NORTH H S							
		Four-Year Public University	195	49	20	29	46	42	9
		Two-Year Public Colleges	94	45	8	16	11	6	8
		Independent Colleges & Universities	12						
		Not Trackable	48						
		Not Found	283						
		Total High School Graduates	632						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108904006	ROBERT R VELA H S							
		Four-Year Public University	223	53	27	48	44	48	3
		Two-Year Public Colleges	87	39	10	8	13	14	3
		Independent Colleges & Universities	23						
		Not Trackable	38						
		Not Found	188						
		Total High School Graduates	559						
	HIDALGO ISD								
	108905001	HIDALGO EARLY COLLEGE H S							
		Four-Year Public University	100	26	12	11	29	22	0
		Two-Year Public Colleges	45	18	7	5	4	5	6
		Independent Colleges & Universities	3						
		Not Trackable	9						
		Not Found	96						
		Total High School Graduates	253						

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.

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	IDEA PUBLIC SCHOOLS								
	108807012	IDEA BROWNSVILLE COLLEGE PREPARATORY							
		Four-Year Public University	49	20	8	4	5	12	0
		Two-Year Public Colleges	20	9	4	3	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	10						
		Total High School Graduates	82						
	108807020	IDEA CARVER COLLEGE PREPARATORY							
		Four-Year Public University	32	17	6	2	3	4	0
		Two-Year Public Colleges	8	2	1	1	0	1	3
		Independent Colleges & Universities	9						
		Not Trackable	4						
		Not Found	14						
		Total High School Graduates	67						
	108807001	IDEA COLLEGE PREP							
		Four-Year Public University	43	23	5	5	6	4	0
		Two-Year Public Colleges	15	11	1	0	0	1	2
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	5						
		Total High School Graduates	65						

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108807010	IDEA COLLEGE PREP WESLACO							
		Four-Year Public University	56	23	10	6	7	6	4
		Two-Year Public Colleges	20	9	4	0	2	2	3
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	6						
		Total High School Graduates	85						
	108807007	IDEA COLLEGE PREPARATORY ALAMO							
		Four-Year Public University	21	12	1	4	1	1	2
		Two-Year Public Colleges	12	8	1	1	2	0	0
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	14						
		Total High School Graduates	54						
	108807004	IDEA COLLEGE PREPARATORY MISSION							
		Four-Year Public University	45	24	3	6	7	4	1
		Two-Year Public Colleges	31	16	2	4	4	3	2
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	95						
	108807008	IDEA COLLEGE PREPARATORY PHARR							
		Four-Year Public University	43	17	6	10	3	7	0
		Two-Year Public Colleges	16	13	1	1	0	0	1
		Independent Colleges & Universities	6						
		Not Trackable	6						
		Not Found	10						
		Total High School Graduates	81						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108807005	IDEA COLLEGE PREPARATORY SAN BENITO							
		Four-Year Public University	61	25	12	9	8	6	1
		Two-Year Public Colleges	18	14	0	2	0	0	2
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	9						
		Total High School Graduates	95						
	108807006	IDEA COLLEGE PREPARATORY SAN JUAN							
		Four-Year Public University	35	14	2	4	7	5	3
		Two-Year Public Colleges	7	1	2	1	1	2	0
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	11						
		Total High School Graduates	63						
	108807009	IDEA EDINBURG COLLEGE PREPARATORY							
		Four-Year Public University	34	13	3	4	10	3	1
		Two-Year Public Colleges	8	5	1	0	0	0	2
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	15						
		Total High School Graduates	62						
	108807003	IDEA FRONTIER COLLEGE PREPARATORY							
		Four-Year Public University	45	20	9	7	7	2	0
		Two-Year Public Colleges	17	5	3	5	3	1	0
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	16						
		Total High School Graduates	88						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108807011	IDEA MCALLEN COLLEGE PREPARATORY							
		Four-Year Public University	48	24	4	4	7	6	3
		Two-Year Public Colleges	10	5	2	1	2	0	0
		Independent Colleges & Universities	12						
		Not Trackable	4						
		Not Found	9						
		Total High School Graduates	83						
	108807022	IDEA MONTERREY PARK COLLEGE PREPARATORY							
		Four-Year Public University	19	10	2	1	5	1	0
		Two-Year Public Colleges	15	7	1	2	3	1	1
		Independent Colleges & Universities	14						
		Not Trackable	4						
		Not Found	18						
		Total High School Graduates	70						
	108807035	IDEA MONTOPOLIS COLLEGE PREPARATORY							
		Four-Year Public University	30	19	3	3	2	2	1
		Two-Year Public Colleges	17	9	3	0	0	0	5
		Independent Colleges & Universities	15						
		Not Trackable	16						
		Not Found	5						
		Total High School Graduates	83						
	108807002	IDEA QUEST COLLEGE PREPARATORY							
		Four-Year Public University	52	25	6	11	4	6	0
		Two-Year Public Colleges	15	11	0	0	1	2	1
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	14						
		Total High School Graduates	87						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108807021	IDEA SOUTH FLORES COLLEGE PREPARATORY							
		Four-Year Public University	18	12	3	2	0	0	1
		Two-Year Public Colleges	10	3	2	1	2	2	0
		Independent Colleges & Universities	14						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	57						
	108807018	IDEA TOROS COLLEGE PREPARATORY							
		Four-Year Public University	17	10	2	2	1	2	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	9						
		Total High School Graduates	33						
	108807023	IDEA WALZEM COLLEGE PREPARATORY							
		Four-Year Public University	23	12	5	3	1	2	0
		Two-Year Public Colleges	24	13	5	1	0	2	3
		Independent Colleges & Universities	10						
		Not Trackable	2						
		Not Found	7						
		Total High School Graduates	66						
	108807013	IDEA WESLACO PIKE COLLEGE PREPARATORY							
		Four-Year Public University	50	29	1	6	10	3	1
		Two-Year Public Colleges	13	3	2	3	0	4	1
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	18						
		Total High School Graduates	89						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LA JOYA ISD								
	108912008	JIMMY CARTER EARLY COLLEGE H S							
		Four-Year Public University	35	11	5	4	5	10	0
		Two-Year Public Colleges	30	18	0	2	6	1	3
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	89						
	108912004	JUAREZ-LINCOLN H S							
		Four-Year Public University	79	34	6	9	14	16	0
		Two-Year Public Colleges	73	33	7	5	10	8	10
		Independent Colleges & Universities	0						
		Not Trackable	63						
		Not Found	269						
		Total High School Graduates	484						
	108912001	LA JOYA H S							
		Four-Year Public University	131	39	10	23	25	32	2
		Two-Year Public Colleges	136	57	10	16	25	15	13
		Independent Colleges & Universities	2						
		Not Trackable	53						
		Not Found	347						
		Total High School Graduates	669						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108912007	LA JOYA PALMVIEW H S							
		Four-Year Public University	98	27	15	13	18	19	6
		Two-Year Public Colleges	114	58	9	12	15	14	6
		Independent Colleges & Universities	0						
		Not Trackable	48						
		Not Found	227						
		Total High School Graduates	487						
	108912010	THELMA ROSA SALINAS STEM EARLY COLLEGE H S							
		Four-Year Public University	68	22	10	13	13	9	1
		Two-Year Public Colleges	5	2	0	0	2	1	0
		Independent Colleges & Universities	0						
		Not Trackable	12						
		Not Found	17						
		Total High School Graduates	102						
	LA VILLA ISD								
	108914001	LA VILLA EARLY COLLEGE H S							
		Four-Year Public University	6	3	0	0	0	3	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MCALLEN ISD								
	108906011	ACHIEVE EARLY COLLEGE H S							
		Four-Year Public University	86	10	10	12	20	33	1
		Two-Year Public Colleges	14	7	2	3	1	1	0
		Independent Colleges & Universities	1						
		Not Trackable	10						
		Not Found	17						
		Total High School Graduates	128						
	108906007	LAMAR ACADEMY							
		Four-Year Public University	9	2	3	2	2	0	0
		Two-Year Public Colleges	22	11	2	2	1	2	4
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	42						
		Total High School Graduates	75						
	108906001	MCALLEN H S							
		Four-Year Public University	154	34	23	22	36	37	2
		Two-Year Public Colleges	103	44	14	11	16	7	11
		Independent Colleges & Universities	10						
		Not Trackable	48						
		Not Found	168						
		Total High School Graduates	483						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108906002	MEMORIAL H S							
		Four-Year Public University	181	41	13	33	35	56	3
		Two-Year Public Colleges	104	42	12	6	22	14	8
		Independent Colleges & Universities	6						
		Not Trackable	36						
		Not Found	155						
		Total High School Graduates	482						
	108906006	ROWE H S							
		Four-Year Public University	165	42	17	22	36	47	1
		Two-Year Public Colleges	114	59	13	12	9	16	5
		Independent Colleges & Universities	9						
		Not Trackable	33						
		Not Found	145						
		Total High School Graduates	466						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MERCEDES ISD								
	108907002	MERCEDES ACADEMIC ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	3	0	4	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	41						
		Total High School Graduates	53						
	108907006	MERCEDES EARLY COLLEGE ACADEMY							
		Four-Year Public University	50	8	3	9	12	17	1
		Two-Year Public Colleges	17	11	1	1	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	90						
	108907001	MERCEDES H S							
		Four-Year Public University	30	9	4	6	5	5	1
		Two-Year Public Colleges	27	9	5	1	4	5	3
		Independent Colleges & Universities	0						
		Not Trackable	14						
		Not Found	108						
		Total High School Graduates	179						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MISSION CISD								
	108908004	MISSION COLLEGIATE H S							
		Four-Year Public University	41	8	7	6	6	14	0
		Two-Year Public Colleges	25	15	2	1	3	4	0
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	29						
		Total High School Graduates	102						
	108908001	MISSION H S							
		Four-Year Public University	97	29	11	10	23	23	1
		Two-Year Public Colleges	106	59	9	7	11	12	8
		Independent Colleges & Universities	1						
		Not Trackable	47						
		Not Found	284						
		Total High School Graduates	535						
	108908002	VETERANS MEMORIAL H S							
		Four-Year Public University	108	36	13	16	17	24	2
		Two-Year Public Colleges	74	32	8	8	15	8	3
		Independent Colleges & Universities	7						
		Not Trackable	31						
		Not Found	199						
		Total High School Graduates	419						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MONTE ALTO ISD								
	108915001	MONTE ALTO H S							
		Four-Year Public University	13	2	1	5	2	3	0
		Two-Year Public Colleges	5	1	1	1	2	0	0
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	30						
		Total High School Graduates	55						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PHARR-SAN JUAN-ALAMO ISD								
	108909006	ELVIS J BALLEW H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	15	7	2	0	1	0	5
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	73						
		Total High School Graduates	96						
	108909001	PSJA EARLY COLLEGE H S							
		Four-Year Public University	172	54	15	26	33	39	5
		Two-Year Public Colleges	106	55	13	7	9	8	14
		Independent Colleges & Universities	10						
		Not Trackable	27						
		Not Found	268						
		Total High School Graduates	583						
	108909002	PSJA MEMORIAL EARLY COLLEGE H S							
		Four-Year Public University	95	31	17	11	16	18	2
		Two-Year Public Colleges	70	29	8	4	11	4	14
		Independent Colleges & Universities	3						
		Not Trackable	31						
		Not Found	229						
		Total High School Graduates	428						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108909003	PSJA NORTH EARLY COLLEGE H S							
		Four-Year Public University	144	53	15	18	31	25	2
		Two-Year Public Colleges	97	44	11	11	12	7	12
		Independent Colleges & Universities	5						
		Not Trackable	27						
		Not Found	238						
		Total High School Graduates	511						
	108909005	PSJA SONIA M SOTOMAYOR H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	39						
		Total High School Graduates	43						
	108909007	PSJA SOUTHWEST EARLY COLLEGE H S							
		Four-Year Public University	97	33	4	18	20	22	0
		Two-Year Public Colleges	75	37	4	7	10	9	8
		Independent Colleges & Universities	1						
		Not Trackable	36						
		Not Found	187						
		Total High School Graduates	396						
	108909009	PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S							
		Four-Year Public University	122	29	14	16	26	35	2
		Two-Year Public Colleges	30	17	3	1	5	4	0
		Independent Colleges & Universities	4						
		Not Trackable	21						
		Not Found	38						
		Total High School Graduates	215						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PROGRESO ISD								
	108910001 PROGRESO H S								
		Four-Year Public University	32	5	1	7	7	12	0
		Two-Year Public Colleges	23	9	4	2	2	4	2
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	63						
		Total High School Graduates	122						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SHARYLAND ISD								
	108911008	SHARYLAND ADVANCED ACADEMIC ACADEMY							
		Four-Year Public University	64	13	6	6	12	27	0
		Two-Year Public Colleges	5	2	0	0	2	0	1
		Independent Colleges & Universities	2						
		Not Trackable	10						
		Not Found	9						
		Total High School Graduates	90						
	108911001	SHARYLAND H S							
		Four-Year Public University	167	28	16	24	42	57	0
		Two-Year Public Colleges	66	25	10	5	9	9	8
		Independent Colleges & Universities	16						
		Not Trackable	55						
		Not Found	85						
		Total High School Graduates	389						
	108911007	SHARYLAND PIONEER H S							
		Four-Year Public University	142	23	15	25	37	40	2
		Two-Year Public Colleges	103	39	15	15	16	16	2
		Independent Colleges & Universities	8						
		Not Trackable	19						
		Not Found	124						
		Total High School Graduates	396						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TRIUMPH PUBLIC HIGH SCHOOLS-RIO GRANDE VALLEY								
	108804002	TRIUMPH PUBLIC HIGH SCHOOLS-MCALLEN							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	3	0	0	0	0	4
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	43						
		Total High School Graduates	54						
	108804001	TRIUMPH PUBLIC HIGH SCHOOLS-MERCEDES							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	6	0	0	0	0	2
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	28						
		Total High School Graduates	40						
	108804003	TRIUMPH PUBLIC HIGH SCHOOLS-SAN BENITO							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	46						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	VALLEY VIEW ISD								
	108916001	VALLEY VIEW H S							
		Four-Year Public University	83	20	12	13	17	20	1
		Two-Year Public Colleges	75	27	13	8	12	10	5
		Independent Colleges & Universities	1						
		Not Trackable	21						
		Not Found	126						
		Total High School Graduates	306						
	VANGUARD ACADEMY								
	108808104	VANGUARD MOZART							
		Four-Year Public University	11	8	0	1	1	1	0
		Two-Year Public Colleges	13	8	0	1	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	9						
		Total High School Graduates	37						
	108808101	VANGUARD REMBRANDT							
		Four-Year Public University	60	27	2	5	12	13	1
		Two-Year Public Colleges	22	11	5	3	2	1	0
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	16						
		Total High School Graduates	105						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WESLACO ISD								
	108913003	SOUTH PALM GARDENS H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	5	1	0	0	1	0
		Independent Colleges & Universities	1						
		Not Trackable	15						
		Not Found	144						
		Total High School Graduates	168						
	108913009	WESLACO 21ST CENTURY CTE EARLY COLLEGE H S							
		Four-Year Public University	12	2	1	2	3	4	0
		Two-Year Public Colleges	10	7	0	1	1	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	27						
		Total High School Graduates	52						
	108913006	WESLACO EAST H S							
		Four-Year Public University	88	26	7	16	19	19	1
		Two-Year Public Colleges	88	42	11	11	12	6	6
		Independent Colleges & Universities	3						
		Not Trackable	20						
		Not Found	176						
		Total High School Graduates	375						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	108913001	WESLACO H S							
		Four-Year Public University	174	45	24	28	40	34	3
		Two-Year Public Colleges	104	50	10	5	18	14	7
		Independent Colleges & Universities	3						
		Not Trackable	25						
		Not Found	193						
		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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HILL COUNTY									
	BLUM ISD								
	109913001	BLUM ISD							
		Four-Year Public University	6	2	0	1	2	1	0
		Two-Year Public Colleges	6	2	0	0	3	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	32						
	HILLSBORO ISD								
	109904001	HILLSBORO H S							
		Four-Year Public University	18	4	3	2	3	5	1
		Two-Year Public Colleges	31	17	4	0	6	4	0
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	72						
		Total High School Graduates	126						
	HUBBARD ISD								
	109905001	HUBBARD H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	8	2	3	0	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	26						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ITASCA ISD								
	109907001 ITASCA H S								
		Four-Year Public University	3						
		Two-Year Public Colleges	15	6	3	1	2	2	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	21						
		Total High School Graduates	41						
	WHITNEY ISD								
	109911001 WHITNEY H S								
		Four-Year Public University	15	3	2	4	5	1	0
		Two-Year Public Colleges	32	7	5	3	9	7	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	45						
		Total High School Graduates	93						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HOCKLEY COUNTY									
	LEVELLAND ISD								
	110902001	LEVELLAND H S							
		Four-Year Public University	9	1	2	0	1	5	0
		Two-Year Public Colleges	83	28	13	14	13	8	7
		Independent Colleges & Universities	5						
		Not Trackable	4						
		Not Found	69						
		Total High School Graduates	170						
	ROPES ISD								
	110905001	ROPES SCHOOL							
		Four-Year Public University	10	1	2	3	1	3	0
		Two-Year Public Colleges	10	2	0	2	4	1	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	6						
		Total High School Graduates	27						
	SMYER ISD								
	110906001	SMYER SCHOOLS							
		Four-Year Public University	3						
		Two-Year Public Colleges	19	6	4	2	3	3	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	37						

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SUNDOWN ISD								
	110907001	SUNDOWN H S							
		Four-Year Public University	6	2	0	1	1	2	0
		Two-Year Public Colleges	17	4	2	4	4	3	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HOOD COUNTY									
	GRANBURY ISD								
	111901001	GRANBURY H S							
		Four-Year Public University	116	26	10	20	23	37	0
		Two-Year Public Colleges	53	19	3	9	10	11	1
		Independent Colleges & Universities	9						
		Not Trackable	14						
		Not Found	196						
		Total High School Graduates	388						
	111901002	STARS ACCELERATED H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	6	2	2	1	0	1	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	38						
		Total High School Graduates	50						
	LIPAN ISD								
	111902003	LIPAN H S							
		Four-Year Public University	5	0	1	1	1	2	0
		Two-Year Public Colleges	9	2	0	2	2	2	1
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TOLAR ISD								
	111903001	TOLAR H S							
		Four-Year Public University	12	5	1	2	1	3	0
		Two-Year Public Colleges	15	3	3	5	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	48						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HOPKINS COUNTY									
	COMO-PICKTON CISD								
	112908001	COMO-PICKTON SCHOOL							
		Four-Year Public University	10	2	1	0	3	4	0
		Two-Year Public Colleges	8	4	1	2	0	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	26						
		Total High School Graduates	47						
	CUMBY ISD								
	112905001	CUMBY H S							
		Four-Year Public University	11	6	2	0	0	3	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	33						
	NORTH HOPKINS ISD								
	112906001	NORTH HOPKINS H S							
		Four-Year Public University	8	3	0	1	3	1	0
		Two-Year Public Colleges	13	7	0	0	4	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SULPHUR SPRINGS ISD								
	112901002	SULPHUR SPRINGS H S							
		Four-Year Public University	53	11	7	5	13	16	1
		Two-Year Public Colleges	58	16	8	1	13	18	2
		Independent Colleges & Universities	9						
		Not Trackable	9						
		Not Found	145						
		Total High School Graduates	274						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HOUSTON COUNTY									
	CROCKETT ISD								
	113901002	CROCKETT H S							
		Four-Year Public University	7	1	0	0	0	6	0
		Two-Year Public Colleges	20	12	1	3	1	1	2
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	51						
		Total High School Graduates	81						
	GRAPELAND ISD								
	113902002	GRAPELAND H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	11	6	1	2	0	2	0
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	41						
	LATEXO ISD								
	113905001	LATEXO H S							
		Four-Year Public University	12	4	1	2	2	3	0
		Two-Year Public Colleges	6	2	1	1	2	0	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LOVELADY ISD								
	113903002	LOVELADY J H H S							
		Four-Year Public University	11	1	2	0	6	2	0
		Two-Year Public Colleges	8	5	1	2	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HOWARD COUNTY									
	BIG SPRING ISD								
	114901001	BIG SPRING H S							
		Four-Year Public University	17	2	3	1	3	8	0
		Two-Year Public Colleges	51	12	3	7	10	12	7
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	181						
		Total High School Graduates	257						
	COAHOMA ISD								
	114902001	COAHOMA H S							
		Four-Year Public University	14	0	3	3	5	3	0
		Two-Year Public Colleges	23	8	2	3	4	6	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	32						
		Total High School Graduates	71						
	FORSAN ISD								
	114904001	FORSAN H S							
		Four-Year Public University	5	0	1	2	0	2	0
		Two-Year Public Colleges	22	2	1	3	3	13	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	41						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HUNT COUNTY									
	BLAND ISD								
	116915001	BLAND H S							
		Four-Year Public University	9	0	3	3	0	3	0
		Two-Year Public Colleges	7	1	1	1	3	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	33						
		Total High School Graduates	52						
	BOLES ISD								
	116916001	BOLES H S							
		Four-Year Public University	14	7	1	0	1	5	0
		Two-Year Public Colleges	8	2	0	2	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	37						
	CADDO MILLS ISD								
	116901001	CADDO MILLS H S							
		Four-Year Public University	24	2	7	2	5	8	0
		Two-Year Public Colleges	32	10	3	4	5	7	3
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	77						
		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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CAMPBELL ISD								
	116910001	CAMPBELL H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	6	0	0	1	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	28						
	CELESTE ISD								
	116902001	CELESTE H S							
		Four-Year Public University	10	2	1	2	0	5	0
		Two-Year Public Colleges	10	3	0	1	5	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	17						
		Total High School Graduates	39						
	COMMERCE ISD								
	116903001	COMMERCE H S							
		Four-Year Public University	24	2	7	2	8	5	0
		Two-Year Public Colleges	17	7	4	1	3	2	0
		Independent Colleges & Universities	2						
		Not Trackable	11						
		Not Found	52						
		Total High School Graduates	106						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GREENVILLE ISD								
	116905002	GREENVILLE H S							
		Four-Year Public University	48	21	4	3	7	11	2
		Two-Year Public Colleges	57	17	3	6	9	18	4
		Independent Colleges & Universities	5						
		Not Trackable	15						
		Not Found	181						
		Total High School Graduates	306						
	116905001	NEW HORIZONS LEARNING CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	28						
		Total High School Graduates	35						
	LONE OAK ISD								
	116906001	LONE OAK H S							
		Four-Year Public University	22	3	3	4	5	6	1
		Two-Year Public Colleges	9	5	1	1	0	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	51						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	QUINLAN ISD								
	116908001	WH FORD H S							
		Four-Year Public University	25	4	1	7	6	7	0
		Two-Year Public Colleges	13	6	1	2	2	1	1
		Independent Colleges & Universities	2						
		Not Trackable	7						
		Not Found	115						
		Total High School Graduates	162						
	WOLFE CITY ISD								
	116909001	WOLFE CITY H S							
		Four-Year Public University	11	3	1	2	2	3	0
		Two-Year Public Colleges	6	2	0	0	1	3	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	23						
		Total High School Graduates	43						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HUTCHINSON COUNTY									
	BORGER ISD								
	117901001	BORGER H S							
		Four-Year Public University	25	8	6	4	3	4	0
		Two-Year Public Colleges	47	39	0	1	4	0	3
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	119						
		Total High School Graduates	197						
	PLEMONS-STINNETT-PHILLIPS CISD								
	117904001	WEST TEXAS H S							
		Four-Year Public University	18	5	2	0	5	6	0
		Two-Year Public Colleges	24	14	2	1	2	4	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	73						
	SANFORD-FRITCH ISD								
	117903001	SANFORD-FRITCH H S							
		Four-Year Public University	8	0	1	2	1	4	0
		Two-Year Public Colleges	14	7	0	2	2	2	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	23						
		Total High School Graduates	46						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JACK COUNTY									
	JACKSBORO ISD								
	119902001 JACKSBORO H S								
		Four-Year Public University	16	4	1	5	1	5	0
		Two-Year Public Colleges	9	2	4	0	2	1	0
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	25						
		Total High School Graduates	57						
	PERRIN-WHITT CISD								
	119903001 PERRIN H S								
		Four-Year Public University	4						
		Two-Year Public Colleges	13	5	1	4	2	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	27						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JACKSON COUNTY									
	EDNA ISD								
	120901001	EDNA H S							
		Four-Year Public University	14	4	4	2	2	2	0
		Two-Year Public Colleges	31	7	7	6	5	6	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	28						
		Total High School Graduates	74						
	GANADO ISD								
	120902001	GANADO H S							
		Four-Year Public University	9	0	4	0	3	2	0
		Two-Year Public Colleges	16	4	1	3	3	3	2
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	14						
		Total High School Graduates	45						
	INDUSTRIAL ISD								
	120905001	INDUSTRIAL H S							
		Four-Year Public University	20	2	4	3	6	5	0
		Two-Year Public Colleges	39	8	7	6	8	7	3
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	21						
		Total High School Graduates	85						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JASPER COUNTY									
	BUNA ISD								
	121903001	BUNA H S							
		Four-Year Public University	23	7	3	4	3	5	1
		Two-Year Public Colleges	19	4	3	7	1	3	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	54						
		Total High School Graduates	98						
	EVADALE ISD								
	121906001	EVADALE H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	10	0	1	2	6	1	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	20						
		Total High School Graduates	35						
	JASPER ISD								
	121904001	JASPER H S							
		Four-Year Public University	47	14	6	10	9	8	0
		Two-Year Public Colleges	19	8	2	3	3	2	1
		Independent Colleges & Universities	7						
		Not Trackable	6						
		Not Found	76						
		Total High School Graduates	155						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KIRBYVILLE CISD								
	121905001	KIRBYVILLE H S							
		Four-Year Public University	13	4	1	2	2	4	0
		Two-Year Public Colleges	19	6	2	2	5	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	51						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JEFFERSON COUNTY									
	BEAUMONT ISD								
	123910013	BEAUMONT ISD EARLY COLLEGE H S							
		Four-Year Public University	20	8	2	5	3	2	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	33						
		Total High School Graduates	63						
	123910014	BEAUMONT UNITED H S							
		Four-Year Public University	98	44	12	9	17	14	2
		Two-Year Public Colleges	39	19	4	3	5	5	3
		Independent Colleges & Universities	4						
		Not Trackable	21						
		Not Found	245						
		Total High School Graduates	407						
	123910012	PAUL A BROWN ALTERNATIVE CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	3	0	1	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	42						
		Total High School Graduates	52						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	123910008 WEST BROOK SR H S								
		Four-Year Public University	138	43	22	16	26	30	1
		Two-Year Public Colleges	81	35	10	11	8	14	3
		Independent Colleges & Universities	12						
		Not Trackable	36						
		Not Found	257						
		Total High School Graduates	524						
	BOB HOPE SCHOOL								
	123807002 BOB HOPE H S								
		Four-Year Public University	26	5	7	2	4	8	0
		Two-Year Public Colleges	24	7	2	5	2	7	1
		Independent Colleges & Universities	0						
		Not Trackable	13						
		Not Found	41						
		Total High School Graduates	104						
	HAMSHIRE-FANNETT ISD								
	123914001 HAMSHIRE-FANNETT H S								
		Four-Year Public University	38	6	5	7	11	8	1
		Two-Year Public Colleges	27	13	4	2	2	5	1
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	57						
		Total High School Graduates	125						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEDERLAND ISD								
	123905001 NEDERLAND H S								
		Four-Year Public University	110	24	8	9	31	38	0
		Two-Year Public Colleges	74	17	6	18	10	21	2
		Independent Colleges & Universities	3						
		Not Trackable	14						
		Not Found	117						
		Total High School Graduates	318						
	PORT ARTHUR ISD								
	123907009 MEMORIAL H S								
		Four-Year Public University	70	26	7	14	14	9	0
		Two-Year Public Colleges	53	22	4	4	9	14	0
		Independent Colleges & Universities	4						
		Not Trackable	18						
		Not Found	200						
		Total High School Graduates	345						
	PORT NECHES-GROVES ISD								
	123908001 PORT NECHES-GROVES H S								
		Four-Year Public University	108	19	11	14	24	39	1
		Two-Year Public Colleges	77	25	8	10	12	21	1
		Independent Colleges & Universities	2						
		Not Trackable	13						
		Not Found	127						
		Total High School Graduates	327						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SABINE PASS ISD								
	123913001	SABINE PASS SCHOOL							
		Four-Year Public University	10	1	1	0	1	7	0
		Two-Year Public Colleges	9	3	2	0	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	11						
		Total High School Graduates	32						
	TEKOA ACADEMY OF ACCELERATED STUDIES STEM SCHOOL								
	123803001	TEKOA ACADEMY OF ACCELERATED STUDIES							
		Four-Year Public University	1						
		Two-Year Public Colleges	5	2	0	1	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	28						
		Total High School Graduates	36						
JIM HOGG COUNTY									
	JIM HOGG COUNTY ISD								
	124901001	HEBBRONVILLE H S							
		Four-Year Public University	15	6	3	2	0	4	0
		Two-Year Public Colleges	20	8	2	3	5	0	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	34						
		Total High School Graduates	69						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JIM WELLS COUNTY									
	ALICE ISD								
	125901001	ALICE H S							
		Four-Year Public University	74	28	10	14	10	12	0
		Two-Year Public Colleges	42	18	3	7	6	6	2
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	153						
		Total High School Graduates	272						
	BEN BOLT-PALITO BLANCO ISD								
	125902001	BEN BOLT-PALITO BLANCO H S							
		Four-Year Public University	9	3	2	1	2	1	0
		Two-Year Public Colleges	10	3	2	1	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	34						
	ORANGE GROVE ISD								
	125903001	ORANGE GROVE H S							
		Four-Year Public University	24	7	1	5	6	5	0
		Two-Year Public Colleges	21	7	3	4	2	2	3
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	47						
		Total High School Graduates	93						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PREMONT ISD							
	125905001 PREMONT COLLEGIATE H S							
	Four-Year Public University	19	12	3	1	1	1	1
	Two-Year Public Colleges	5	1	3	0	0	1	0
	Independent Colleges & Universities	0						
	Not Trackable	2						
	Not Found	28						
	Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JOHNSON COUNTY									
	ALVARADO ISD								
	126901001	ALVARADO H S							
		Four-Year Public University	41	9	8	9	7	7	1
		Two-Year Public Colleges	44	19	4	7	4	7	3
		Independent Colleges & Universities	5						
		Not Trackable	11						
		Not Found	130						
		Total High School Graduates	231						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	BURLESON ISD								
	126902006	BURLESON CENTENNIAL H S							
		Four-Year Public University	93	18	13	18	21	22	1
		Two-Year Public Colleges	96	27	6	18	19	22	4
		Independent Colleges & Universities	25						
		Not Trackable	12						
		Not Found	192						
		Total High School Graduates	418						
	126902007	BURLESON COLLEGIATE H S							
		Four-Year Public University	19	2	3	3	6	4	1
		Two-Year Public Colleges	6	2	1	1	0	1	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	52						
	126902001	BURLESON H S							
		Four-Year Public University	79	19	10	13	12	24	1
		Two-Year Public Colleges	64	21	6	7	11	18	1
		Independent Colleges & Universities	15						
		Not Trackable	11						
		Not Found	159						
		Total High School Graduates	328						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	126902003	CROSSROADS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	6	0	0	1	1	2
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	68						
		Total High School Graduates	83						
	CLEBURNE ISD								
	126903001	CLEBURNE H S							
		Four-Year Public University	59	11	6	11	15	16	0
		Two-Year Public Colleges	80	36	11	7	12	13	1
		Independent Colleges & Universities	10						
		Not Trackable	16						
		Not Found	225						
		Total High School Graduates	390						
	126903002	TEAM SCH							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	50						
		Total High School Graduates	55						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GODLEY ISD								
	126911001	GODLEY H S							
		Four-Year Public University	22	5	0	1	7	9	0
		Two-Year Public Colleges	27	7	5	5	4	3	3
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	62						
		Total High School Graduates	117						
	126911004	GODLEY LINKS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	30						
	GRANDVIEW ISD								
	126904001	GRANDVIEW H S							
		Four-Year Public University	27	3	7	5	5	7	0
		Two-Year Public Colleges	24	3	6	6	4	5	0
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	36						
		Total High School Graduates	95						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	JOSHUA ISD								
	126905001	JOSHUA H S							
		Four-Year Public University	73	12	9	13	13	26	0
		Two-Year Public Colleges	55	11	7	11	8	15	3
		Independent Colleges & Universities	14						
		Not Trackable	6						
		Not Found	167						
		Total High School Graduates	315						
	126905002	NEW HORIZON H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	38						
		Total High School Graduates	45						
	KEENE ISD								
	126906001	KEENE H S							
		Four-Year Public University	5	1	0	1	1	2	0
		Two-Year Public Colleges	20	7	3	1	5	4	0
		Independent Colleges & Universities	7						
		Not Trackable	6						
		Not Found	37						
		Total High School Graduates	75						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RIO VISTA ISD								
	126907001	RIO VISTA H S							
		Four-Year Public University	16	6	3	1	3	3	0
		Two-Year Public Colleges	9	5	1	2	0	0	1
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	53						
	VENUS ISD								
	126908001	VENUS H S							
		Four-Year Public University	24	5	4	4	4	6	1
		Two-Year Public Colleges	17	8	4	4	0	0	1
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	75						
		Total High School Graduates	120						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
JONES COUNTY									
	ANSON ISD								
	127901001	ANSON H S							
		Four-Year Public University	12	3	2	3	1	3	0
		Two-Year Public Colleges	10	3	0	1	2	3	1
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	57						
	HAMLIN COLLEGIATE ISD								
	127903001	HAMLIN COLLEGIATE H S							
		Four-Year Public University	5	1	0	2	0	2	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	29						
	HAWLEY ISD								
	127904001	HAWLEY H S							
		Four-Year Public University	8	1	2	1	2	2	0
		Two-Year Public Colleges	8	2	2	1	2	1	0
		Independent Colleges & Universities	7						
		Not Trackable	1						
		Not Found	28						
		Total High School Graduates	52						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	STAMFORD ISD								
	127906001	STAMFORD H S							
		Four-Year Public University	7	3	1	1	1	1	0
		Two-Year Public Colleges	16	6	1	4	1	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	21						
		Total High School Graduates	45						
KARNES COUNTY									
	KARNES CITY ISD								
	128901001	KARNES CITY H S							
		Four-Year Public University	28	4	2	6	10	4	2
		Two-Year Public Colleges	17	8	3	1	2	1	2
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	51						
		Total High School Graduates	99						
	KENEDY ISD								
	128902001	KENEDY H S							
		Four-Year Public University	11	5	1	2	1	2	0
		Two-Year Public Colleges	9	3	1	1	1	3	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	51						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KAUFMAN COUNTY									
	CRANDALL ISD								
	129901002	CRANDALL COMPASS ACADEMY							
		Four-Year Public University	7	3	2	1	1	0	0
		Two-Year Public Colleges	16	5	2	3	2	3	1
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	55						
		Total High School Graduates	83						
	129901001	CRANDALL H S							
		Four-Year Public University	70	19	5	11	19	14	2
		Two-Year Public Colleges	64	18	15	8	7	12	4
		Independent Colleges & Universities	4						
		Not Trackable	6						
		Not Found	116						
		Total High School Graduates	260						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	FORNEY ISD								
	129902001	FORNEY H S							
		Four-Year Public University	89	15	17	12	23	21	1
		Two-Year Public Colleges	93	19	14	16	13	28	3
		Independent Colleges & Universities	15						
		Not Trackable	6						
		Not Found	175						
		Total High School Graduates	378						
	129902003	NORTH FORNEY H S							
		Four-Year Public University	69	18	9	6	20	15	1
		Two-Year Public Colleges	107	31	12	13	22	18	11
		Independent Colleges & Universities	5						
		Not Trackable	9						
		Not Found	267						
		Total High School Graduates	457						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KAUFMAN ISD								
	129903003	GARY W CAMPBELL H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	24						
		Total High School Graduates	28						
	129903001	KAUFMAN H S							
		Four-Year Public University	45	10	11	10	5	9	0
		Two-Year Public Colleges	70	21	5	6	16	19	3
		Independent Colleges & Universities	8						
		Not Trackable	11						
		Not Found	122						
		Total High School Graduates	256						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KEMP ISD								
	129904003	KEMP ALTERNATIVE							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	1	1	1	1	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	37						
	129904001	KEMP H S							
		Four-Year Public University	10	1	0	5	1	3	0
		Two-Year Public Colleges	19	7	1	2	3	5	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	57						
		Total High School Graduates	89						
	MABANK ISD								
	129905001	MABANK H S							
		Four-Year Public University	43	8	5	6	10	13	1
		Two-Year Public Colleges	59	20	9	2	14	13	1
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	147						
		Total High School Graduates	254						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SCURRY-ROSSER ISD								
	129910001	SCURRY-ROSSER H S							
		Four-Year Public University	14	6	0	2	5	1	0
		Two-Year Public Colleges	20	4	2	1	5	5	3
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	33						
		Total High School Graduates	70						
	TERRELL ISD								
	129906002	TERRELL H S							
		Four-Year Public University	40	12	3	9	8	8	0
		Two-Year Public Colleges	54	21	5	6	8	11	3
		Independent Colleges & Universities	6						
		Not Trackable	14						
		Not Found	150						
		Total High School Graduates	264						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KENDALL COUNTY									
	BOERNE ISD								
	130901002	BOERNE - SAMUEL V CHAMPION H S							
		Four-Year Public University	151	9	11	16	42	71	2
		Two-Year Public Colleges	66	14	7	12	12	20	1
		Independent Colleges & Universities	27						
		Not Trackable	12						
		Not Found	170						
		Total High School Graduates	426						
	130901001	BOERNE H S							
		Four-Year Public University	79	10	7	8	25	29	0
		Two-Year Public Colleges	43	7	7	7	12	8	2
		Independent Colleges & Universities	17						
		Not Trackable	11						
		Not Found	130						
		Total High School Graduates	280						
	COMFORT ISD								
	130902001	COMFORT H S							
		Four-Year Public University	25	0	3	3	7	12	0
		Two-Year Public Colleges	8	1	1	0	3	3	0
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	44						
		Total High School Graduates	85						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KERR COUNTY									
	CENTER POINT ISD								
	133901001	CENTER POINT H S							
		Four-Year Public University	6	1	1	0	2	1	1
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	27						
		Total High School Graduates	39						
	INGRAM ISD								
	133904001	INGRAM TOM MOORE H S							
		Four-Year Public University	15	5	1	2	5	2	0
		Two-Year Public Colleges	6	1	0	3	2	0	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	38						
		Total High School Graduates	62						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KERRVILLE ISD								
	133903105 HILL COUNTRY H S								
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	52						
		Total High School Graduates	57						
	133903001 TIVY H S								
		Four-Year Public University	65	15	13	7	15	15	0
		Two-Year Public Colleges	32	12	2	3	4	10	1
		Independent Colleges & Universities	26						
		Not Trackable	9						
		Not Found	138						
		Total High School Graduates	270						
KIMBLE COUNTY									
	JUNCTION ISD								
	134901001 JUNCTION H S								
		Four-Year Public University	9	5	1	1	0	2	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	33						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KINNEY COUNTY									
	BRACKETT ISD								
	136901001	BRACKETT H S							
		Four-Year Public University	9	0	1	0	4	4	0
		Two-Year Public Colleges	8	1	1	1	1	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	19						
		Total High School Graduates	38						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KLEBERG COUNTY									
	KINGSVILLE ISD								
	137901001	H M KING H S							
		Four-Year Public University	63	30	11	7	5	10	0
		Two-Year Public Colleges	13	5	2	0	2	3	1
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	104						
		Total High School Graduates	186						
	RIVIERA ISD								
	137903001	KAUFER H S							
		Four-Year Public University	13	4	0	1	5	3	0
		Two-Year Public Colleges	7	3	1	0	0	3	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	40						
	SANTA GERTRUDIS ISD								
	137904001	SANTA GERTRUDIS ACADEMY H S							
		Four-Year Public University	50	8	4	8	11	19	0
		Two-Year Public Colleges	10	1	1	2	3	3	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	85						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KNOX COUNTY									
	KNOX CITY-O'BRIEN CISD								
	138902001	KNOX CITY SCHOOL							
		Four-Year Public University	8	1	0	1	4	2	0
		Two-Year Public Colleges	9	4	2	2	0	1	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	9						
		Total High School Graduates	27						
LA SALLE COUNTY									
	COTULLA ISD								
	142901001	COTULLA H S							
		Four-Year Public University	18	3	4	5	5	1	0
		Two-Year Public Colleges	8	4	1	0	1	1	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	61						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LAMAR COUNTY									
	CHISUM ISD								
	139905001	CHISUM H S							
		Four-Year Public University	15	3	1	3	6	2	0
		Two-Year Public Colleges	19	9	0	1	2	7	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	40						
		Total High School Graduates	77						
	NORTH LAMAR ISD								
	139911002	NORTH LAMAR H S							
		Four-Year Public University	23	4	3	2	3	11	0
		Two-Year Public Colleges	56	14	4	5	10	20	3
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	89						
		Total High School Graduates	170						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PARIS ISD								
	139909002	PARIS H S							
		Four-Year Public University	29	7	4	3	7	7	1
		Two-Year Public Colleges	58	21	7	8	8	12	2
		Independent Colleges & Universities	7						
		Not Trackable	3						
		Not Found	63						
		Total High School Graduates	160						
	139909008	TRAVIS H S OF CHOICE							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	4	0	0	0	0	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	41						
	PRAIRILAND ISD								
	139912001	PRAIRILAND H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	24	9	0	2	5	8	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	53						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LAMB COUNTY									
	LITTLEFIELD ISD								
	140904001	LITTLEFIELD H S							
		Four-Year Public University	8	3	0	2	1	2	0
		Two-Year Public Colleges	33	12	4	5	4	7	1
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	41						
		Total High School Graduates	88						
	OLTON ISD								
	140905002	OLTON H S							
		Four-Year Public University	12	0	1	2	6	3	0
		Two-Year Public Colleges	15	3	2	4	2	4	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	24						
		Total High School Graduates	53						
LAMPASAS COUNTY									
	LAMPASAS ISD								
	141901001	LAMPASAS H S							
		Four-Year Public University	52	13	6	7	13	12	1
		Two-Year Public Colleges	54	29	4	6	6	9	0
		Independent Colleges & Universities	9						
		Not Trackable	7						
		Not Found	119						
		Total High School Graduates	241						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LAVACA COUNTY									
	HALLETTSVILLE ISD								
	143901001	HALLETTSVILLE H S							
		Four-Year Public University	23	2	2	6	3	10	0
		Two-Year Public Colleges	24	7	2	6	3	5	1
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	39						
		Total High School Graduates	90						
	SHINER ISD								
	143903001	SHINER H S							
		Four-Year Public University	23	1	2	4	4	12	0
		Two-Year Public Colleges	19	6	1	7	3	2	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	68						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LEE COUNTY									
	GIDDINGS ISD								
	144901001 GIDDINGS H S								
		Four-Year Public University	18	2	3	5	5	3	0
		Two-Year Public Colleges	33	4	6	6	11	6	0
		Independent Colleges & Universities	3						
		Not Trackable	10						
		Not Found	68						
		Total High School Graduates	132						
	LEXINGTON ISD								
	144902001 LEXINGTON H S								
		Four-Year Public University	16	2	3	1	5	5	0
		Two-Year Public Colleges	15	6	2	1	3	3	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	42						
		Total High School Graduates	75						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LEON COUNTY									
	BUFFALO ISD								
	145901002	BUFFALO H S							
		Four-Year Public University	7	0	1	1	4	1	0
		Two-Year Public Colleges	16	8	2	1	4	0	1
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	23						
		Total High School Graduates	53						
	CENTERVILLE ISD								
	145902001	CENTERVILLE JR-SR H S							
		Four-Year Public University	11	3	0	2	2	3	1
		Two-Year Public Colleges	13	7	2	0	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	5						
		Total High School Graduates	30						
	LEON ISD								
	145911002	LEON H S							
		Four-Year Public University	13	3	1	3	4	2	0
		Two-Year Public Colleges	16	5	3	1	5	1	1
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	21						
		Total High School Graduates	55						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NORMANGEE ISD								
	145906001	NORMANGEE H S							
		Four-Year Public University	12	4	1	1	2	4	0
		Two-Year Public Colleges	12	4	1	1	2	2	2
		Independent Colleges & Universities	6						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	59						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LIBERTY COUNTY									
	CLEVELAND ISD								
	146901001	CLEVELAND H S							
		Four-Year Public University	36	7	3	8	8	10	0
		Two-Year Public Colleges	81	37	10	9	8	13	4
		Independent Colleges & Universities	0						
		Not Trackable	51						
		Not Found	239						
		Total High School Graduates	407						
	146901004	FREDERICK A DOUGLASS LEARNING ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	63						
		Total High School Graduates	76						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DAYTON ISD								
	146902002	DAYTON H S							
		Four-Year Public University	31	11	5	0	9	6	0
		Two-Year Public Colleges	89	31	9	9	19	16	5
		Independent Colleges & Universities	2						
		Not Trackable	20						
		Not Found	140						
		Total High School Graduates	282						
	146902007	FREDDA NOTTINGHAM ALTERNATIVE EDUCATION CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	28						
	HARDIN ISD								
	146904001	HARDIN H S							
		Four-Year Public University	10	2	1	3	1	2	1
		Two-Year Public Colleges	14	4	1	1	1	3	4
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	41						
		Total High School Graduates	69						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HULL-DAISETTA ISD								
	146905001	HULL-DAISETTA H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	8	4	0	0	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	28						
	LIBERTY ISD								
	146906001	LIBERTY H S							
		Four-Year Public University	27	6	5	4	6	6	0
		Two-Year Public Colleges	34	10	6	3	9	5	1
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	60						
		Total High School Graduates	126						
	TARKINGTON ISD								
	146907001	TARKINGTON H S							
		Four-Year Public University	15	3	2	6	3	1	0
		Two-Year Public Colleges	23	7	2	2	4	6	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	71						
		Total High School Graduates	109						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LIMESTONE COUNTY									
	COOLIDGE ISD								
	147901001	COOLIDGE H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	9	3	0	2	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	30						
	GROESBECK ISD								
	147902001	GROESBECK H S							
		Four-Year Public University	14	0	3	3	4	4	0
		Two-Year Public Colleges	37	11	3	9	4	9	1
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	43						
		Total High School Graduates	99						
	MEXIA ISD								
	147903002	MEXIA H S							
		Four-Year Public University	14	0	3	4	3	4	0
		Two-Year Public Colleges	32	11	2	1	9	5	4
		Independent Colleges & Universities	2						
		Not Trackable	8						
		Not Found	49						
		Total High School Graduates	105						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LIVE OAK COUNTY									
	GEORGE WEST ISD								
	149901001	GEORGE WEST H S							
		Four-Year Public University	22	4	4	6	5	3	0
		Two-Year Public Colleges	19	6	2	2	5	4	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	72						
	THREE RIVERS ISD								
	149902001	THREE RIVERS JR/SR H S							
		Four-Year Public University	10	1	0	4	4	1	0
		Two-Year Public Colleges	6	3	1	1	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	41						
LLANO COUNTY									
	LLANO ISD								
	150901001	LLANO H S							
		Four-Year Public University	41	8	3	4	10	15	1
		Two-Year Public Colleges	7	3	2	0	0	2	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	47						
		Total High School Graduates	98						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
LUBBOCK COUNTY									
	FRENSHIP ISD								
	152907001	FRENSHIP H S							
		Four-Year Public University	184	24	9	19	47	83	2
		Two-Year Public Colleges	140	31	23	24	26	25	11
		Independent Colleges & Universities	33						
		Not Trackable	12						
		Not Found	275						
		Total High School Graduates	644						
	IDALOU ISD								
	152910001	IDALOU H S							
		Four-Year Public University	16	2	0	2	2	10	0
		Two-Year Public Colleges	18	4	1	2	5	6	0
		Independent Colleges & Universities	8						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	66						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LUBBOCK ISD								
	152901020	CORONADO H S							
		Four-Year Public University	82	17	4	12	14	34	1
		Two-Year Public Colleges	121	49	21	18	13	16	4
		Independent Colleges & Universities	17						
		Not Trackable	6						
		Not Found	278						
		Total High School Graduates	504						
	152901021	ESTACADO H S							
		Four-Year Public University	28	10	4	5	6	3	0
		Two-Year Public Colleges	24	9	3	2	2	3	5
		Independent Colleges & Universities	13						
		Not Trackable	7						
		Not Found	110						
		Total High School Graduates	182						
	152901022	LUBBOCK H S							
		Four-Year Public University	84	12	7	9	13	43	0
		Two-Year Public Colleges	105	44	8	13	23	11	6
		Independent Colleges & Universities	20						
		Not Trackable	15						
		Not Found	204						
		Total High School Graduates	428						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	152901011	MATTHEWS LEARNING CENTER							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	5	0	0	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	78						
		Total High School Graduates	87						
	152901023	MONTEREY H S							
		Four-Year Public University	59	14	7	8	14	16	0
		Two-Year Public Colleges	95	33	18	13	10	12	9
		Independent Colleges & Universities	15						
		Not Trackable	9						
		Not Found	265						
		Total High School Graduates	443						
	152901024	TALKINGTON SCHOOL FOR YOUNG WOMEN LEADERS							
		Four-Year Public University	16	4	2	2	3	5	0
		Two-Year Public Colleges	6	0	1	0	2	3	0
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	5						
		Total High School Graduates	32						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LUBBOCK-COOPER ISD								
	152906001	LUBBOCK-COOPER H S							
		Four-Year Public University	109	15	12	12	22	45	3
		Two-Year Public Colleges	104	34	14	12	21	19	4
		Independent Colleges & Universities	22						
		Not Trackable	2						
		Not Found	142						
		Total High School Graduates	379						
	152906003	LUBBOCK-COOPER NEW HOPE ACADEMY							
		Four-Year Public University	4						
		Two-Year Public Colleges	15	7	0	3	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	58						
		Total High School Graduates	77						
	NEW DEAL ISD								
	152902001	NEW DEAL H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	14	1	3	2	3	5	0
		Independent Colleges & Universities	6						
		Not Trackable	0						
		Not Found	21						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROOSEVELT ISD								
	152908001	ROOSEVELT H S							
		Four-Year Public University	10	2	3	1	2	2	0
		Two-Year Public Colleges	26	8	5	3	5	4	1
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	67						
	SHALLOWATER ISD								
	152909001	SHALLOWATER H S							
		Four-Year Public University	34	1	5	3	9	15	1
		Two-Year Public Colleges	35	3	6	6	7	12	1
		Independent Colleges & Universities	8						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	112						
	SLATON ISD								
	152903001	SLATON H S							
		Four-Year Public University	11	4	1	1	2	3	0
		Two-Year Public Colleges	29	8	1	4	10	5	1
		Independent Colleges & Universities	6						
		Not Trackable	1						
		Not Found	45						
		Total High School Graduates	92						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK								
	152803001	TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK							
		Four-Year Public University	2						
		Two-Year Public Colleges	6	4	0	1	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	71						
		Total High School Graduates	81						
LYNN COUNTY									
	NEW HOME ISD								
	153905001	NEW HOME SCHOOL							
		Four-Year Public University	11	2	0	2	5	2	0
		Two-Year Public Colleges	12	2	0	2	3	5	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	4						
		Total High School Graduates	29						
	TAHOKA ISD								
	153904001	TAHOKA H S							
		Four-Year Public University	5	2	1	1	0	1	0
		Two-Year Public Colleges	9	2	2	2	2	1	0
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	35						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MADISON COUNTY									
	MADISONVILLE CISD								
	154901001	MADISONVILLE H S							
		Four-Year Public University	47	17	7	8	9	6	0
		Two-Year Public Colleges	21	10	1	4	3	2	1
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	69						
		Total High School Graduates	141						
MARION COUNTY									
	JEFFERSON ISD								
	155901002	JEFFERSON H S							
		Four-Year Public University	12	2	2	1	4	2	1
		Two-Year Public Colleges	23	9	1	4	5	3	1
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	41						
		Total High School Graduates	80						
MARTIN COUNTY									
	STANTON ISD								
	156902001	STANTON H S							
		Four-Year Public University	7	2	2	0	2	1	0
		Two-Year Public Colleges	21	4	4	1	4	6	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	47						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MASON COUNTY									
	MASON ISD								
	157901001	MASON H S							
		Four-Year Public University	16	4	2	0	3	6	1
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	5						
		Not Trackable	2						
		Not Found	15						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MATAGORDA COUNTY									
	BAY CITY ISD								
	158901001	BAY CITY H S							
		Four-Year Public University	38	13	3	7	9	5	1
		Two-Year Public Colleges	73	24	11	11	13	9	5
		Independent Colleges & Universities	4						
		Not Trackable	8						
		Not Found	115						
		Total High School Graduates	238						
	PALACIOS ISD								
	158905001	PALACIOS H S							
		Four-Year Public University	17	1	2	3	5	6	0
		Two-Year Public Colleges	27	4	1	7	4	10	1
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	39						
		Total High School Graduates	90						
	TIDEHAVEN ISD								
	158902001	TIDEHAVEN H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	35	9	5	2	11	8	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	66						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	VAN VLECK ISD								
	158906002 VAN VLECK H S								
		Four-Year Public University	18	5	2	4	3	4	0
		Two-Year Public Colleges	12	6	2	0	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	38						
		Total High School Graduates	70						
MAVERICK COUNTY									
	EAGLE PASS ISD								
	159901004 C C WINN H S								
		Four-Year Public University	80	22	9	18	18	12	1
		Two-Year Public Colleges	121	51	16	13	20	19	2
		Independent Colleges & Universities	11						
		Not Trackable	5						
		Not Found	255						
		Total High School Graduates	472						
	159901001 EAGLE PASS H S								
		Four-Year Public University	122	18	14	15	38	37	0
		Two-Year Public Colleges	188	72	19	22	29	39	7
		Independent Colleges & Universities	16						
		Not Trackable	7						
		Not Found	165						
		Total High School Graduates	498						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MCCULLOCH COUNTY									
	BRADY ISD								
	160901001	BRADY H S							
		Four-Year Public University	25	10	2	2	2	9	0
		Two-Year Public Colleges	10	3	1	1	2	1	2
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	46						
		Total High School Graduates	85						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MCLENNAN COUNTY									
	AXTELL ISD								
	161918001	AXTELL H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	29	12	3	5	3	5	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	53						
	BOSQUEVILLE ISD								
	161923001	BOSQUEVILLE H S							
		Four-Year Public University	9	3	2	1	3	0	0
		Two-Year Public Colleges	22	9	1	5	5	2	0
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	55						
	BRUCEVILLE-EDDY ISD								
	161919001	BRUCEVILLE-EDDY H S							
		Four-Year Public University	8	2	0	3	1	2	0
		Two-Year Public Colleges	17	5	2	2	1	7	0
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	28						
		Total High School Graduates	57						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CHINA SPRING ISD								
	161920001 CHINA SPRING H S								
		Four-Year Public University	50	3	5	16	8	17	1
		Two-Year Public Colleges	62	16	4	8	12	15	7
		Independent Colleges & Universities	21						
		Not Trackable	0						
		Not Found	57						
		Total High School Graduates	190						
	CONNALLY ISD								
	161921001 CONNALLY HIGH SCHOOL								
		Four-Year Public University	19	9	2	2	4	1	1
		Two-Year Public Colleges	40	18	4	8	4	1	5
		Independent Colleges & Universities	13						
		Not Trackable	2						
		Not Found	66						
		Total High School Graduates	140						
	CRAWFORD ISD								
	161901001 CRAWFORD H S								
		Four-Year Public University	3						
		Two-Year Public Colleges	19	5	1	1	4	7	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	11						
		Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCIENCE ACAD (WACO)								
	161807010	HARMONY SCHOOL OF EXCELLENCE - DALLAS							
		Four-Year Public University	13	5	1	2	2	3	0
		Two-Year Public Colleges	14	5	1	3	1	3	1
		Independent Colleges & Universities	5						
		Not Trackable	2						
		Not Found	19						
		Total High School Graduates	53						
	161807005	HARMONY SCHOOL OF INNOVATION - DALLAS							
		Four-Year Public University	13	5	2	1	0	5	0
		Two-Year Public Colleges	11	5	1	1	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	7						
		Total High School Graduates	40						
	161807011	HARMONY SCHOOL OF INNOVATION - FORT WORTH							
		Four-Year Public University	33	7	3	3	11	9	0
		Two-Year Public Colleges	25	5	4	3	5	7	1
		Independent Colleges & Universities	10						
		Not Trackable	4						
		Not Found	25						
		Total High School Graduates	97						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	161807006	HARMONY SCHOOL OF INNOVATION - GARLAND							
		Four-Year Public University	25	6	5	4	9	1	0
		Two-Year Public Colleges	16	9	1	3	2	1	0
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	18						
		Total High School Graduates	66						
	161807014	HARMONY SCHOOL OF INNOVATION - WACO							
		Four-Year Public University	6	1	1	1	2	1	0
		Two-Year Public Colleges	21	12	3	1	5	0	0
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	26						
		Total High School Graduates	60						
	161807013	HARMONY SCIENCE ACADEMY - CARROLLTON							
		Four-Year Public University	11	5	3	1	1	1	0
		Two-Year Public Colleges	7	3	1	1	1	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	13						
		Total High School Graduates	33						
	161807003	HARMONY SCIENCE ACADEMY - DALLAS							
		Four-Year Public University	18	4	2	2	0	10	0
		Two-Year Public Colleges	25	7	2	7	5	4	0
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	36						
		Total High School Graduates	89						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	161807009	HARMONY SCIENCE ACADEMY - EULESS							
		Four-Year Public University	24	3	3	3	7	7	1
		Two-Year Public Colleges	11	2	2	0	3	4	0
		Independent Colleges & Universities	3						
		Not Trackable	7						
		Not Found	19						
		Total High School Graduates	64						
	LA VEGA ISD								
	161906002	LA VEGA H S							
		Four-Year Public University	24	9	1	4	7	3	0
		Two-Year Public Colleges	49	23	4	4	8	7	3
		Independent Colleges & Universities	9						
		Not Trackable	2						
		Not Found	128						
		Total High School Graduates	212						
	LORENA ISD								
	161907001	LORENA HIGH							
		Four-Year Public University	29	6	4	2	7	10	0
		Two-Year Public Colleges	56	14	8	9	6	16	3
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	33						
		Total High School Graduates	122						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MART ISD								
	161908002 MART H S								
		Four-Year Public University	3						
		Two-Year Public Colleges	20	3	3	2	4	8	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	36						
	MCGREGOR ISD								
	161909001 MCGREGOR H S								
		Four-Year Public University	14	3	0	2	5	4	0
		Two-Year Public Colleges	31	7	3	5	10	5	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	51						
		Total High School Graduates	99						
	MIDWAY ISD								
	161903001 MIDWAY H S								
		Four-Year Public University	90	11	7	11	21	39	1
		Two-Year Public Colleges	212	66	17	23	39	51	16
		Independent Colleges & Universities	65						
		Not Trackable	11						
		Not Found	239						
		Total High School Graduates	617						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MOODY ISD								
	161910001	MOODY H S							
		Four-Year Public University	5	1	0	1	0	3	0
		Two-Year Public Colleges	14	3	0	2	4	3	2
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	42						
	RAPOPORT ACADEMY PUBLIC SCHOOL								
	161802001	PAUL AND JANE MEYER PUBLIC H S							
		Four-Year Public University	7	3	1	0	1	2	0
		Two-Year Public Colleges	11	3	0	4	2	1	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	11						
		Total High School Graduates	30						
	RIESEL ISD								
	161912001	RIESEL SCHOOL							
		Four-Year Public University	6	2	1	0	0	3	0
		Two-Year Public Colleges	27	8	1	8	5	5	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	28						
		Total High School Graduates	64						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROBINSON ISD								
	161922001 ROBINSON H S								
		Four-Year Public University	20	3	2	2	2	10	1
		Two-Year Public Colleges	73	27	9	6	15	15	1
		Independent Colleges & Universities	5						
		Not Trackable	2						
		Not Found	69						
		Total High School Graduates	169						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WACO ISD								
	161914007	BRAZOS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	6	0	0	1	0	3
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	67						
		Total High School Graduates	79						
	161914003	UNIVERSITY H S							
		Four-Year Public University	24	5	2	3	8	6	0
		Two-Year Public Colleges	119	42	23	9	20	18	7
		Independent Colleges & Universities	3						
		Not Trackable	18						
		Not Found	198						
		Total High School Graduates	362						
	161914002	WACO H S							
		Four-Year Public University	56	19	8	3	11	15	0
		Two-Year Public Colleges	99	39	13	9	18	14	6
		Independent Colleges & Universities	16						
		Not Trackable	15						
		Not Found	250						
		Total High School Graduates	436						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WEST ISD								
	161916001	WEST H S							
		Four-Year Public University	15	1	0	3	4	6	1
		Two-Year Public Colleges	42	10	4	4	11	13	0
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	38						
		Total High School Graduates	101						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MEDINA COUNTY									
	DEVINE ISD								
	163901001	DEVINE H S							
		Four-Year Public University	37	6	7	8	8	8	0
		Two-Year Public Colleges	15	2	0	2	5	6	0
		Independent Colleges & Universities	13						
		Not Trackable	2						
		Not Found	60						
		Total High School Graduates	127						
	HONDO ISD								
	163904001	HONDO H S							
		Four-Year Public University	34	4	3	3	10	13	1
		Two-Year Public Colleges	23	3	2	4	10	4	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	73						
		Total High School Graduates	133						
	MEDINA VALLEY ISD								
	163908001	MEDINA VALLEY H S							
		Four-Year Public University	90	20	8	16	18	26	2
		Two-Year Public Colleges	59	15	4	9	11	16	4
		Independent Colleges & Universities	8						
		Not Trackable	9						
		Not Found	211						
		Total High School Graduates	377						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NATALIA ISD								
	163903001	NATALIA H S							
		Four-Year Public University	12	2	2	1	0	7	0
		Two-Year Public Colleges	12	5	0	1	4	2	0
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	64						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MIDLAND COUNTY									
	GREENWOOD ISD								
	165902001	GREENWOOD H S							
		Four-Year Public University	29	3	4	2	10	9	1
		Two-Year Public Colleges	41	10	7	8	7	5	4
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	69						
		Total High School Graduates	145						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MIDLAND ISD								
	165901006	EARLY COLLEGE H S AT MIDLAND COLLEGE							
		Four-Year Public University	39	6	7	6	6	14	0
		Two-Year Public Colleges	12	4	1	2	1	4	0
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	18						
		Total High School Graduates	79						
	165901002	LEE H S							
		Four-Year Public University	89	19	13	14	23	20	0
		Two-Year Public Colleges	191	85	21	28	29	21	7
		Independent Colleges & Universities	8						
		Not Trackable	39						
		Not Found	295						
		Total High School Graduates	622						
	165901003	MIDLAND H S							
		Four-Year Public University	97	19	14	22	20	21	1
		Two-Year Public Colleges	192	90	34	20	25	18	5
		Independent Colleges & Universities	6						
		Not Trackable	34						
		Not Found	366						
		Total High School Graduates	695						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	165901004	VIOLA M COLEMAN H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	5	0	0	0	1	2
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	61						
		Total High School Graduates	73						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MILAM COUNTY									
	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	19	7	2	2	2	6	0
		Two-Year Public Colleges	24	6	3	7	3	4	1
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	66						
		Total High School Graduates	117						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	10	3	0	0	4	2	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	31						
	ROCKDALE ISD								
	166904001	ROCKDALE H S							
		Four-Year Public University	19	5	6	3	4	1	0
		Two-Year Public Colleges	12	5	1	0	2	4	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	79						
		Total High School Graduates	116						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	THORNDALE ISD								
	166905001	THORNDALE H S							
		Four-Year Public University	16	2	2	2	5	5	0
		Two-Year Public Colleges	12	2	1	2	4	2	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	20						
		Total High School Graduates	51						
MILLS COUNTY									
	GOLDTHWAITE ISD								
	167901001	GOLDTHWAITE H S							
		Four-Year Public University	10	2	0	2	4	2	0
		Two-Year Public Colleges	10	5	3	0	0	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	32						
MITCHELL COUNTY									
	COLORADO ISD								
	168901001	COLORADO H S							
		Four-Year Public University	12	2	3	1	3	3	0
		Two-Year Public Colleges	18	2	3	4	5	4	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	50						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MONTAGUE COUNTY									
	BOWIE ISD								
	169901001	BOWIE H S							
		Four-Year Public University	23	4	6	1	4	8	0
		Two-Year Public Colleges	25	9	1	1	8	6	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	69						
		Total High School Graduates	120						
	NOCONA ISD								
	169902001	NOCONA H S							
		Four-Year Public University	14	4	1	2	5	2	0
		Two-Year Public Colleges	9	1	1	4	1	0	2
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	28						
		Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MONTGOMERY COUNTY									
	CONROE ISD								
	170902002	BOOKER T WASHINGTON H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	7	6	0	0	0	1	0
		Independent Colleges & Universities	0						
		Not Trackable	20						
		Not Found	88						
		Total High School Graduates	116						
	170902011	CANEY CREEK H S							
		Four-Year Public University	43	11	3	8	9	12	0
		Two-Year Public Colleges	93	34	12	8	12	22	5
		Independent Colleges & Universities	5						
		Not Trackable	47						
		Not Found	228						
		Total High School Graduates	416						
	170902014	COLLEGE PARK H S							
		Four-Year Public University	194	24	14	26	47	83	0
		Two-Year Public Colleges	169	62	15	14	27	45	6
		Independent Colleges & Universities	24						
		Not Trackable	99						
		Not Found	262						
		Total High School Graduates	748						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	170902001	CONROE H S							
		Four-Year Public University	121	27	17	27	25	25	0
		Two-Year Public Colleges	218	82	24	26	31	49	6
		Independent Colleges & Universities	10						
		Not Trackable	118						
		Not Found	467						
		Total High School Graduates	934						
	170902016	GRAND OAKS H S							
		Four-Year Public University	118	18	14	9	33	43	1
		Two-Year Public Colleges	159	72	12	10	26	35	4
		Independent Colleges & Universities	13						
		Not Trackable	45						
		Not Found	234						
		Total High School Graduates	569						
	170902005	OAK RIDGE H S							
		Four-Year Public University	101	15	7	17	28	33	1
		Two-Year Public Colleges	190	68	21	25	31	40	5
		Independent Colleges & Universities	11						
		Not Trackable	42						
		Not Found	236						
		Total High School Graduates	580						
	170902003	THE WOODLANDS H S							
		Four-Year Public University	237	20	9	22	51	134	1
		Two-Year Public Colleges	216	58	28	22	40	65	3
		Independent Colleges & Universities	36						
		Not Trackable	186						
		Not Found	323						
		Total High School Graduates	998						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MAGNOLIA ISD								
	170906012	ALPHA							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	6	0	0	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	16						
		Not Found	48						
		Total High School Graduates	71						
	170906001	MAGNOLIA H S							
		Four-Year Public University	96	14	10	18	22	32	0
		Two-Year Public Colleges	103	29	12	16	23	20	3
		Independent Colleges & Universities	14						
		Not Trackable	93						
		Not Found	156						
		Total High School Graduates	462						
	170906002	MAGNOLIA WEST H S							
		Four-Year Public University	87	12	5	16	22	31	1
		Two-Year Public Colleges	91	32	7	15	16	19	2
		Independent Colleges & Universities	5						
		Not Trackable	96						
		Not Found	185						
		Total High School Graduates	464						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MONTGOMERY ISD								
	170903004	LAKE CREEK H S							
		Four-Year Public University	72	8	4	9	21	30	0
		Two-Year Public Colleges	96	29	5	19	22	18	3
		Independent Colleges & Universities	6						
		Not Trackable	10						
		Not Found	132						
		Total High School Graduates	316						
	170903002	MONTGOMERY H S							
		Four-Year Public University	95	17	8	14	24	31	1
		Two-Year Public Colleges	94	26	15	8	18	21	6
		Independent Colleges & Universities	11						
		Not Trackable	16						
		Not Found	148						
		Total High School Graduates	364						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEW CANEY ISD								
	170908007	INFINITY EARLY COLLEGE H S							
		Four-Year Public University	31	9	2	2	10	8	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	32						
		Total High School Graduates	74						
	170908001	NEW CANEY H S							
		Four-Year Public University	51	14	5	11	9	11	1
		Two-Year Public Colleges	108	44	17	8	13	17	9
		Independent Colleges & Universities	4						
		Not Trackable	35						
		Not Found	286						
		Total High School Graduates	484						
	170908006	PORTER H S							
		Four-Year Public University	57	11	13	7	11	15	0
		Two-Year Public Colleges	138	53	14	20	21	27	3
		Independent Colleges & Universities	10						
		Not Trackable	52						
		Not Found	246						
		Total High School Graduates	503						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPLENDORA ISD								
	170907001	SPLENDORA H S							
		Four-Year Public University	47	11	5	8	11	12	0
		Two-Year Public Colleges	69	24	10	8	11	13	3
		Independent Colleges & Universities	3						
		Not Trackable	18						
		Not Found	165						
		Total High School Graduates	302						
	WILLIS ISD								
	170904002	WILLIS H S							
		Four-Year Public University	65	12	10	14	19	9	1
		Two-Year Public Colleges	108	46	10	17	18	16	1
		Independent Colleges & Universities	8						
		Not Trackable	17						
		Not Found	252						
		Total High School Graduates	450						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MOORE COUNTY									
	DUMAS ISD								
	171901001	DUMAS H S							
		Four-Year Public University	21	4	5	4	6	2	0
		Two-Year Public Colleges	90	16	7	17	16	31	3
		Independent Colleges & Universities	2						
		Not Trackable	12						
		Not Found	59						
		Total High School Graduates	184						
	171901002	NORTH PLAINS OPPORTUNITY CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	13	2	3	0	4	4	0
		Independent Colleges & Universities	0						
		Not Trackable	10						
		Not Found	63						
		Total High School Graduates	86						
	SUNRAY ISD								
	171902001	SUNRAY H S							
		Four-Year Public University	8	1	0	2	1	4	0
		Two-Year Public Colleges	14	0	0	1	5	7	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	15						
		Total High School Graduates	40						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MORRIS COUNTY									
	DAINGERFIELD-LONE STAR ISD								
	172902001	DAINGERFIELD H S							
		Four-Year Public University	16	5	2	1	2	3	3
		Two-Year Public Colleges	16	7	1	3	1	2	2
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	57						
		Total High School Graduates	91						
	PEWITT CISD								
	172905002	PEWITT H S							
		Four-Year Public University	9	5	0	1	1	2	0
		Two-Year Public Colleges	18	4	2	4	3	2	3
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NACOGDOCHES COUNTY									
	CENTRAL HEIGHTS ISD								
	174908001	CENTRAL HEIGHTS H S							
		Four-Year Public University	36	5	2	7	11	10	1
		Two-Year Public Colleges	12	4	3	0	2	3	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	78						
	CUSHING ISD								
	174902001	CUSHING SCHOOL							
		Four-Year Public University	11	2	0	3	0	6	0
		Two-Year Public Colleges	11	3	0	0	5	1	2
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	43						
	DOUGLASS ISD								
	174911001	DOUGLASS SCHOOL							
		Four-Year Public University	10	1	1	2	3	3	0
		Two-Year Public Colleges	7	1	0	1	3	2	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	32						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GARRISON ISD								
	174903001	GARRISON H S							
		Four-Year Public University	15	3	2	3	2	5	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	38						
	MARTINSVILLE ISD								
	174909001	MARTINSVILLE SCHOOL							
		Four-Year Public University	5	1	1	0	0	3	0
		Two-Year Public Colleges	14	4	3	1	6	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NACOGDOCHES ISD								
	174904005	MALCOLM RECTOR TECHNICAL H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	2	2	2	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	73						
		Total High School Graduates	85						
	174904002	NACOGDOCHES H S							
		Four-Year Public University	77	15	15	9	26	12	0
		Two-Year Public Colleges	56	32	9	5	5	4	1
		Independent Colleges & Universities	10						
		Not Trackable	19						
		Not Found	157						
		Total High School Graduates	319						
	WODEN ISD								
	174906001	WODEN H S							
		Four-Year Public University	13	3	1	3	5	1	0
		Two-Year Public Colleges	6	3	0	0	3	0	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	43						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NAVARRO COUNTY									
	BLOOMING GROVE ISD								
	175902001	BLOOMING GROVE H S							
		Four-Year Public University	9	1	0	2	3	3	0
		Two-Year Public Colleges	24	6	1	3	4	9	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	57						
	CORSICANA ISD								
	175903001	CORSICANA H IGH SCHOOL							
		Four-Year Public University	60	9	9	11	18	12	1
		Two-Year Public Colleges	96	40	5	17	13	16	5
		Independent Colleges & Universities	8						
		Not Trackable	22						
		Not Found	169						
		Total High School Graduates	355						
	DAWSON ISD								
	175904001	DAWSON H S							
		Four-Year Public University	5	1	0	1	1	2	0
		Two-Year Public Colleges	16	5	0	1	3	4	3
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	40						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KERENS ISD								
	175907001	KERENS SCHOOL							
		Four-Year Public University	5	1	0	0	2	2	0
		Two-Year Public Colleges	12	5	0	1	2	2	2
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	48						
	MILDRED ISD								
	175910001	MILDRED H S							
		Four-Year Public University	7	1	0	2	3	1	0
		Two-Year Public Colleges	21	7	4	1	4	5	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	52						
	RICE ISD								
	175911001	RICE H S							
		Four-Year Public University	5	0	1	2	2	0	0
		Two-Year Public Colleges	19	7	1	2	4	5	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	41						
		Total High School Graduates	68						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NEWTON COUNTY									
	DEWEYVILLE ISD								
	176903001	DEWEYVILLE H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	14	7	1	3	2	1	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	40						
	NEWTON ISD								
	176902002	NEWTON H S							
		Four-Year Public University	13	7	0	0	3	3	0
		Two-Year Public Colleges	12	6	0	0	4	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	60						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NOLAN COUNTY									
	SWEETWATER ISD								
	177902004	JP COWEN ACHIEVEMENT CENTER							
		Four-Year Public University	1						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	34						
		Total High School Graduates	38						
	177902001	SWEETWATER H S							
		Four-Year Public University	28	6	1	7	6	8	0
		Two-Year Public Colleges	18	5	1	1	6	4	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	48						
		Total High School Graduates	99						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NUECES COUNTY									
	AGUA DULCE ISD								
	178901001	AGUA DULCE H S							
		Four-Year Public University	19	4	4	5	3	3	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	38						
	BANQUETE ISD								
	178913001	BANQUETE H S							
		Four-Year Public University	18	5	5	0	5	3	0
		Two-Year Public Colleges	11	2	2	0	4	0	3
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	56						
	BISHOP CISD								
	178902001	BISHOP H S							
		Four-Year Public University	44	12	8	7	13	3	1
		Two-Year Public Colleges	20	3	3	4	3	6	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	46						
		Total High School Graduates	110						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CALALLEN ISD								
	178903001	CALALLEN H S							
		Four-Year Public University	82	21	12	13	19	15	2
		Two-Year Public Colleges	65	17	6	10	12	10	10
		Independent Colleges & Universities	6						
		Not Trackable	9						
		Not Found	131						
		Total High School Graduates	293						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CORPUS CHRISTI ISD								
	178904001	CARROLL H S							
		Four-Year Public University	57	15	11	14	11	6	0
		Two-Year Public Colleges	76	16	10	13	13	6	18
		Independent Colleges & Universities	4						
		Not Trackable	9						
		Not Found	172						
		Total High School Graduates	318						
	178904009	COLES H S AND EDUCATIONAL CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	2	1	1	2	0	3
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	117						
		Total High School Graduates	132						
	178904008	COLLEGIATE H S							
		Four-Year Public University	55	14	4	11	11	15	0
		Two-Year Public Colleges	13	6	2	1	1	3	0
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	29						
		Total High School Graduates	102						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	178904014	HAROLD T BRANCH ACADEMY FOR CAREER & TECHNICAL ED							
		Four-Year Public University	28	7	3	3	7	8	0
		Two-Year Public Colleges	18	7	2	2	3	2	2
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	69						
	178904002	KING H S							
		Four-Year Public University	58	20	7	9	10	9	3
		Two-Year Public Colleges	65	16	12	11	4	6	16
		Independent Colleges & Universities	6						
		Not Trackable	13						
		Not Found	211						
		Total High School Graduates	353						
	178904004	MOODY H S							
		Four-Year Public University	66	21	8	12	17	6	2
		Two-Year Public Colleges	68	18	10	4	10	10	16
		Independent Colleges & Universities	4						
		Not Trackable	16						
		Not Found	235						
		Total High School Graduates	389						
	178904005	RAY H S							
		Four-Year Public University	102	32	11	19	16	22	2
		Two-Year Public Colleges	80	20	10	6	18	12	14
		Independent Colleges & Universities	7						
		Not Trackable	21						
		Not Found	243						
		Total High School Graduates	453						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	178904003	ROY MILLER H S AND METRO SCHOOL OF DESIGN							
		Four-Year Public University	27	8	3	7	5	2	2
		Two-Year Public Colleges	58	24	8	6	3	10	7
		Independent Colleges & Universities	5						
		Not Trackable	13						
		Not Found	167						
		Total High School Graduates	270						
	178904015	VETERANS MEMORIAL H S							
		Four-Year Public University	146	29	21	22	37	36	1
		Two-Year Public Colleges	137	37	25	21	26	16	12
		Independent Colleges & Universities	14						
		Not Trackable	21						
		Not Found	213						
		Total High School Graduates	531						
	FLOUR BLUFF ISD								
	178914001	FLOUR BLUFF H S							
		Four-Year Public University	140	28	10	19	34	49	0
		Two-Year Public Colleges	77	16	8	6	21	13	13
		Independent Colleges & Universities	14						
		Not Trackable	9						
		Not Found	157						
		Total High School Graduates	397						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LONDON ISD								
	178906001	LONDON H S							
		Four-Year Public University	38	1	2	7	8	20	0
		Two-Year Public Colleges	13	2	3	2	1	4	1
		Independent Colleges & Universities	7						
		Not Trackable	3						
		Not Found	17						
		Total High School Graduates	78						
	PORT ARANSAS ISD								
	178908001	PORT ARANSAS H S							
		Four-Year Public University	28	8	1	6	5	8	0
		Two-Year Public Colleges	7	6	1	0	0	0	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	10						
		Total High School Graduates	47						
	ROBSTOWN ISD								
	178909001	ROBSTOWN EARLY COLLEGE H S							
		Four-Year Public University	26	11	4	3	5	1	2
		Two-Year Public Colleges	27	15	1	1	2	4	4
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	69						
		Total High School Graduates	124						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TULOSO-MIDWAY ISD							
	178912002 TULOSO-MIDWAY ACADEMIC CAREER CENTER							
	Four-Year Public University	4						
	Two-Year Public Colleges	5	0	2	1	0	0	2
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	37						
	Total High School Graduates	46						
	WEST OSO ISD							
	178915001 WEST OSO H S							
	Four-Year Public University	17	9	0	1	2	5	0
	Two-Year Public Colleges	19	7	4	0	3	4	1
	Independent Colleges & Universities	0						
	Not Trackable	7						
	Not Found	85						
	Total High School Graduates	128						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
OCHILTREE COUNTY									
	PERRYTON ISD								
	179901002	LUDI PENA MARTIN ACCELERATED EDUCATION CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	4	0	0	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	28						
	179901001	PERRYTON H S							
		Four-Year Public University	19	5	3	0	5	6	0
		Two-Year Public Colleges	45	33	3	3	1	5	0
		Independent Colleges & Universities	3						
		Not Trackable	15						
		Not Found	48						
		Total High School Graduates	130						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
OLDHAM COUNTY									
	BOYS RANCH ISD								
	180901001	BOYS RANCH H S							
		Four-Year Public University	8	2	0	1	0	4	1
		Two-Year Public Colleges	12	6	1	2	1	0	2
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	27						
		Total High School Graduates	48						
	VEGA ISD								
	180902001	VEGA H S							
		Four-Year Public University	11	1	3	3	0	4	0
		Two-Year Public Colleges	7	2	1	0	0	4	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	7						
		Total High School Graduates	27						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ORANGE COUNTY									
	BRIDGE CITY ISD								
	181901001	BRIDGE CITY H S							
		Four-Year Public University	55	17	7	5	10	16	0
		Two-Year Public Colleges	61	24	7	10	5	11	4
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	72						
		Total High School Graduates	194						
	LITTLE CYPRESS-MAURICEVILLE CISD								
	181908001	LIT CYPR-MRCEVILLE H S							
		Four-Year Public University	37	7	5	3	11	11	0
		Two-Year Public Colleges	62	9	12	10	10	17	4
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	87						
		Total High School Graduates	191						
	ORANGEFIELD ISD								
	181905001	ORANGEFIELD H S							
		Four-Year Public University	27	4	3	4	6	10	0
		Two-Year Public Colleges	41	11	9	8	8	5	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	37						
		Total High School Graduates	111						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	VIDOR ISD								
	181907001	VIDOR H S							
		Four-Year Public University	49	17	7	7	6	11	1
		Two-Year Public Colleges	35	9	3	7	5	9	2
		Independent Colleges & Universities	2						
		Not Trackable	17						
		Not Found	161						
		Total High School Graduates	264						
	WEST ORANGE-COVE CISD								
	181906001	WEST ORANGE-STARK H S							
		Four-Year Public University	29	12	5	4	2	6	0
		Two-Year Public Colleges	23	11	1	2	4	4	1
		Independent Colleges & Universities	6						
		Not Trackable	3						
		Not Found	86						
		Total High School Graduates	147						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PALO PINTO COUNTY									
	MINERAL WELLS ISD								
	182903002	MINERAL WELLS ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	28						
	182903001	MINERAL WELLS H S							
		Four-Year Public University	12	5	3	1	2	1	0
		Two-Year Public Colleges	28	7	4	3	7	5	2
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	94						
		Total High School Graduates	142						
	SANTO ISD								
	182904001	SANTO H S							
		Four-Year Public University	8	3	3	0	0	2	0
		Two-Year Public Colleges	10	1	2	0	3	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	18						
		Total High School Graduates	38						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PANOLA COUNTY									
	BECKVILLE ISD								
	183901001	BECKVILLE JR-SR HIGH SCHOOL							
		Four-Year Public University	8	1	1	0	3	3	0
		Two-Year Public Colleges	32	8	2	1	6	14	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	55						
	CARTHAGE ISD								
	183902001	CARTHAGE H S							
		Four-Year Public University	25	5	0	6	7	7	0
		Two-Year Public Colleges	75	21	10	10	18	12	4
		Independent Colleges & Universities	5						
		Not Trackable	11						
		Not Found	81						
		Total High School Graduates	197						
	GARY ISD								
	183904001	GARY SCHOOL							
		Four-Year Public University	0						
		Two-Year Public Colleges	20	5	1	5	5	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PANOLA CHARTER SCHOOL								
	183801002	TEXAS EARLY COLLEGE H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	10	6	1	1	1	0	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	22						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PARKER COUNTY									
	ALEDO ISD								
	184907001	ALEDO H S							
		Four-Year Public University	120	13	12	14	25	52	4
		Two-Year Public Colleges	107	31	13	11	23	24	5
		Independent Colleges & Universities	19						
		Not Trackable	11						
		Not Found	188						
		Total High School Graduates	445						
	BROCK ISD								
	184909001	BROCK H S							
		Four-Year Public University	34	5	5	4	9	11	0
		Two-Year Public Colleges	29	9	3	2	8	6	1
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	44						
		Total High School Graduates	113						
	CROSSTIMBERS ACADEMY								
	184801001	CROSSTIMBERS ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	5	3	1	1	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	47						
		Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MILLSAP ISD								
	184904001	MILLSAP H S							
		Four-Year Public University	8	1	2	1	3	1	0
		Two-Year Public Colleges	25	7	5	1	4	8	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	37						
		Total High School Graduates	76						
	PEASTER ISD								
	184908001	PEASTER H S							
		Four-Year Public University	26	3	3	3	5	12	0
		Two-Year Public Colleges	19	3	4	2	4	6	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	42						
		Total High School Graduates	89						
	POOLVILLE ISD								
	184901001	POOLVILLE H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	12	5	0	1	5	1	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	21						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPRINGTOWN ISD								
	184902001	SPRINGTOWN H S							
		Four-Year Public University	37	8	10	7	5	7	0
		Two-Year Public Colleges	51	11	6	8	9	16	1
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	132						
		Total High School Graduates	228						
	WEATHERFORD ISD								
	184903001	WEATHERFORD H S							
		Four-Year Public University	88	16	6	13	27	25	1
		Two-Year Public Colleges	142	52	11	14	24	35	6
		Independent Colleges & Universities	12						
		Not Trackable	40						
		Not Found	263						
		Total High School Graduates	545						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PARMER COUNTY									
	BOVINA ISD								
	185901001	BOVINA H S							
		Four-Year Public University	9	2	2	1	2	2	0
		Two-Year Public Colleges	5	2	0	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	19						
		Total High School Graduates	37						
	FARWELL ISD								
	185902001	FARWELL H S							
		Four-Year Public University	8	1	1	2	1	3	0
		Two-Year Public Colleges	6	1	0	0	1	4	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	24						
		Total High School Graduates	41						
	FRIONA ISD								
	185903001	FRIONA H S							
		Four-Year Public University	7	0	3	0	1	3	0
		Two-Year Public Colleges	21	0	5	7	2	6	1
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	32						
		Total High School Graduates	65						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PECOS COUNTY									
	FORT STOCKTON ISD								
	186902001	FORT STOCKTON HIGH							
		Four-Year Public University	22	5	7	2	6	2	0
		Two-Year Public Colleges	15	5	1	2	3	3	1
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	101						
		Total High School Graduates	146						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
POLK COUNTY									
	BIG SANDY ISD								
	187901001	BIG SANDY SCHOOL							
		Four-Year Public University	4						
		Two-Year Public Colleges	12	4	1	2	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	21						
		Total High School Graduates	37						
	CORRIGAN-CAMDEN ISD								
	187904001	CORRIGAN-CAMDEN H S							
		Four-Year Public University	14	5	1	2	1	5	0
		Two-Year Public Colleges	9	0	3	2	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	35						
		Total High School Graduates	59						
	LIVINGSTON ISD								
	187907002	LIVINGSTON H S							
		Four-Year Public University	41	10	7	6	7	10	1
		Two-Year Public Colleges	40	9	7	7	12	4	1
		Independent Colleges & Universities	5						
		Not Trackable	7						
		Not Found	97						
		Total High School Graduates	190						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ONALASKA ISD								
	187910001	ONALASKA JR/SR HIGH							
		Four-Year Public University	14	6	3	2	1	2	0
		Two-Year Public Colleges	8	3	0	1	2	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	57						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
POTTER COUNTY									
	AMARILLO ISD								
	188901001	AMARILLO H S							
		Four-Year Public University	100	6	6	11	26	49	2
		Two-Year Public Colleges	169	45	18	21	33	48	4
		Independent Colleges & Universities	11						
		Not Trackable	15						
		Not Found	132						
		Total High School Graduates	427						
	188901002	CAPROCK H S							
		Four-Year Public University	70	19	8	7	17	18	1
		Two-Year Public Colleges	188	77	30	27	29	24	1
		Independent Colleges & Universities	0						
		Not Trackable	19						
		Not Found	164						
		Total High School Graduates	441						
	188901138	NORTH HEIGHTS ALTER							
		Four-Year Public University	2						
		Two-Year Public Colleges	26	17	3	0	3	0	3
		Independent Colleges & Universities	0						
		Not Trackable	11						
		Not Found	153						
		Total High School Graduates	192						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	188901004	PALO DURO H S							
		Four-Year Public University	39	12	2	5	7	11	2
		Two-Year Public Colleges	152	62	9	26	33	18	4
		Independent Colleges & Universities	4						
		Not Trackable	40						
		Not Found	124						
		Total High School Graduates	359						
	188901005	TASCOSA H S							
		Four-Year Public University	66	12	5	6	15	26	2
		Two-Year Public Colleges	176	63	23	16	29	42	3
		Independent Colleges & Universities	10						
		Not Trackable	10						
		Not Found	158						
		Total High School Graduates	420						
	BUSHLAND ISD								
	188904001	BUSHLAND H S							
		Four-Year Public University	36	4	2	3	12	15	0
		Two-Year Public Colleges	33	8	5	4	6	9	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	47						
		Total High School Graduates	121						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HIGHLAND PARK ISD								
	188903001 HIGHLAND PARK H S								
		Four-Year Public University	14	4	0	2	3	5	0
		Two-Year Public Colleges	16	6	1	0	2	6	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	57						
	RIVER ROAD ISD								
	188902001 RIVER ROAD H S								
		Four-Year Public University	13	2	1	1	4	4	1
		Two-Year Public Colleges	19	2	5	2	8	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	55						
		Total High School Graduates	87						
PRESIDIO COUNTY									
	PRESIDIO ISD								
	189902001 PRESIDIO H S								
		Four-Year Public University	41	8	6	10	4	12	1
		Two-Year Public Colleges	18	3	2	1	7	5	0
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	26						
		Total High School Graduates	90						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
RAINS COUNTY									
	RAINS ISD								
	190903001	RAINS H S							
		Four-Year Public University	18	3	3	3	4	5	0
		Two-Year Public Colleges	26	8	3	6	2	4	3
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	62						
		Total High School Graduates	107						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
RANDALL COUNTY									
	CANYON ISD								
	191901001	CANYON H S							
		Four-Year Public University	103	22	3	16	27	35	0
		Two-Year Public Colleges	49	8	9	6	12	12	2
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	100						
		Total High School Graduates	259						
	191901004	MIDWAY ALTERNATIVE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	41						
		Total High School Graduates	48						
	191901002	RANDALL H S							
		Four-Year Public University	91	19	5	11	20	36	0
		Two-Year Public Colleges	124	46	13	6	30	28	1
		Independent Colleges & Universities	8						
		Not Trackable	10						
		Not Found	149						
		Total High School Graduates	382						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
REAGAN COUNTY									
	REAGAN COUNTY ISD								
	192901001	REAGAN COUNTY H S							
		Four-Year Public University	13	5	2	1	2	3	0
		Two-Year Public Colleges	13	6	0	1	4	2	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	40						
		Total High School Graduates	68						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
RED RIVER COUNTY									
	CLARKSVILLE ISD								
	194904002	CLARKSVILLE MIDDLE AND H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	12	2	0	0	3	7	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	17						
		Total High School Graduates	34						
	DETROIT ISD								
	194905001	DETROIT H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	16	6	0	3	2	2	3
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	19						
		Total High School Graduates	39						
	RIVERCREST ISD								
	194903001	RIVERCREST H S							
		Four-Year Public University	7	2	1	1	1	2	0
		Two-Year Public Colleges	16	2	3	6	3	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
REEVES COUNTY									
	PECOS-BARSTOW-TOYAH ISD								
	195901001 PECOS H S								
		Four-Year Public University	27	6	4	2	10	5	0
		Two-Year Public Colleges	36	18	3	1	4	9	1
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	97						
		Total High School Graduates	165						
REFUGIO COUNTY									
	REFUGIO ISD								
	196903001 REFUGIO H S								
		Four-Year Public University	15	5	2	2	4	2	0
		Two-Year Public Colleges	10	2	0	2	2	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	46						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ROBERTSON COUNTY									
	BREMOND ISD								
	198901001	BREMOND H S							
		Four-Year Public University	6	1	0	1	2	2	0
		Two-Year Public Colleges	16	8	2	3	1	1	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	8						
		Total High School Graduates	31						
	FRANKLIN ISD								
	198903001	FRANKLIN H S							
		Four-Year Public University	20	0	1	2	6	11	0
		Two-Year Public Colleges	29	6	8	3	6	6	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	83						
	HEARNE ISD								
	198905002	HEARNE H S							
		Four-Year Public University	6	1	1	1	3	0	0
		Two-Year Public Colleges	6	4	1	0	0	1	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	26						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MUMFORD ISD								
	198906001	MUMFORD H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	22						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ROCKWALL COUNTY									
	ROCKWALL ISD								
	199901001	ROCKWALL H S							
		Four-Year Public University	148	13	20	26	30	58	1
		Two-Year Public Colleges	174	45	22	16	37	54	0
		Independent Colleges & Universities	13						
		Not Trackable	28						
		Not Found	231						
		Total High School Graduates	594						
	199901002	ROCKWALL QUEST ACADEMY							
		Four-Year Public University	2						
		Two-Year Public Colleges	23	9	3	6	1	3	1
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	129						
		Total High School Graduates	162						
	199901004	ROCKWALL-HEATH H S							
		Four-Year Public University	118	17	11	18	33	37	2
		Two-Year Public Colleges	136	34	17	14	31	36	4
		Independent Colleges & Universities	16						
		Not Trackable	26						
		Not Found	220						
		Total High School Graduates	516						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROYSE CITY ISD								
	199902002 ROYSE CITY H S								
		Four-Year Public University	111	24	16	17	23	30	1
		Two-Year Public Colleges	87	37	11	6	11	18	4
		Independent Colleges & Universities	15						
		Not Trackable	20						
		Not Found	242						
		Total High School Graduates	475						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
RUNNELS COUNTY									
	BALLINGER ISD								
	200901001	BALLINGER H S							
		Four-Year Public University	21	1	3	3	8	4	2
		Two-Year Public Colleges	16	7	1	2	4	1	1
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	67						
	MILES ISD								
	200902001	MILES H S							
		Four-Year Public University	18	4	0	2	2	10	0
		Two-Year Public Colleges	8	1	2	0	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	5						
		Total High School Graduates	31						
	WINTERS ISD								
	200904001	WINTERS H S							
		Four-Year Public University	9	2	0	3	1	3	0
		Two-Year Public Colleges	6	2	0	1	2	1	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	38						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
RUSK COUNTY									
	CARLISLE ISD								
	201913001	CARLISLE SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	15	2	1	6	1	3	2
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	21						
		Total High School Graduates	42						
	HENDERSON ISD								
	201902001	HENDERSON H S							
		Four-Year Public University	33	7	6	3	9	8	0
		Two-Year Public Colleges	57	15	6	6	15	12	3
		Independent Colleges & Universities	7						
		Not Trackable	10						
		Not Found	102						
		Total High School Graduates	209						
	OVERTON ISD								
	201908001	OVERTON H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	13	5	1	3	3	1	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TATUM ISD								
	201910002 TATUM H S								
		Four-Year Public University	17	5	3	4	4	1	0
		Two-Year Public Colleges	46	14	8	10	2	8	4
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	46						
		Total High School Graduates	116						
	WEST RUSK COUNTY CONSOLIDATED ISD								
	201914001 WEST RUSK H S								
		Four-Year Public University	6	0	1	1	3	1	0
		Two-Year Public Colleges	21	5	5	3	3	5	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	37						
		Total High School Graduates	67						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SABINE COUNTY									
	HEMPHILL ISD								
	202903001	HEMPHILL H S							
		Four-Year Public University	7	1	1	2	1	2	0
		Two-Year Public Colleges	8	0	2	0	1	4	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	42						
		Total High School Graduates	59						
	WEST SABINE ISD								
	202905002	WEST SABINE H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	15	8	1	0	2	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	36						
SAN AUGUSTINE COUNTY									
	SAN AUGUSTINE ISD								
	203901002	SAN AUGUSTINE H S							
		Four-Year Public University	11	4	1	1	5	0	0
		Two-Year Public Colleges	10	6	1	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	31						
		Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SAN JACINTO COUNTY									
	COLDSPRING-OAKHURST CISD								
	204901001	COLDSPRING-OAKHURST H S							
		Four-Year Public University	10	3	2	3	0	2	0
		Two-Year Public Colleges	15	7	4	1	0	3	0
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	67						
		Total High School Graduates	99						
	SHEPHERD ISD								
	204904001	SHEPHERD H S							
		Four-Year Public University	10	3	0	3	3	1	0
		Two-Year Public Colleges	25	7	6	1	7	3	1
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	82						
		Total High School Graduates	123						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SAN PATRICIO COUNTY									
	ARANSAS PASS ISD								
	205901001	ARANSAS PASS H S							
		Four-Year Public University	10	7	1	2	0	0	0
		Two-Year Public Colleges	24	4	2	4	6	4	4
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	65						
		Total High School Graduates	102						
	GREGORY-PORTLAND ISD								
	205902001	GREGORY-PORTLAND H S							
		Four-Year Public University	65	14	5	9	12	22	3
		Two-Year Public Colleges	82	30	16	11	12	7	6
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	149						
		Total High School Graduates	302						
	INGLESIDE ISD								
	205903001	INGLESIDE H S							
		Four-Year Public University	26	8	1	0	7	9	1
		Two-Year Public Colleges	11	2	3	1	2	3	0
		Independent Colleges & Universities	4						
		Not Trackable	8						
		Not Found	90						
		Total High School Graduates	139						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MATHIS ISD								
	205904001	MATHIS H S							
		Four-Year Public University	18	5	3	3	3	4	0
		Two-Year Public Colleges	13	3	2	1	2	3	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	55						
		Total High School Graduates	86						
	ODEM-EDROY ISD								
	205905001	ODEM H S							
		Four-Year Public University	9	2	1	3	2	1	0
		Two-Year Public Colleges	9	2	2	1	3	0	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	43						
		Total High School Graduates	62						
	SINTON ISD								
	205906001	SINTON H S							
		Four-Year Public University	33	15	4	5	5	4	0
		Two-Year Public Colleges	23	9	4	3	3	3	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	76						
		Total High School Graduates	133						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TAFT ISD								
	205907001 TAFT H S								
		Four-Year Public University	13	5	0	2	1	3	2
		Two-Year Public Colleges	11	8	1	1	0	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	53						
SAN SABA COUNTY									
	SAN SABA ISD								
	206901001 SAN SABA H S								
		Four-Year Public University	12	2	1	4	3	2	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	48						
SCHLEICHER COUNTY									
	SCHLEICHER ISD								
	207901001 ELDORADO H S								
		Four-Year Public University	12	1	3	2	3	3	0
		Two-Year Public Colleges	8	3	1	1	2	1	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SCURRY COUNTY									
	SNYDER ISD								
	208902001	SNYDER H S							
		Four-Year Public University	10	2	0	1	2	5	0
		Two-Year Public Colleges	61	18	5	6	16	14	2
		Independent Colleges & Universities	3						
		Not Trackable	5						
		Not Found	65						
		Total High School Graduates	144						
SHACKELFORD COUNTY									
	ALBANY ISD								
	209901001	ALBANY JR-SR H S							
		Four-Year Public University	14	3	1	4	3	3	0
		Two-Year Public Colleges	11	2	1	2	2	2	2
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	8						
		Total High School Graduates	35						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SHELBY COUNTY									
	CENTER ISD								
	210901001	CENTER H S							
		Four-Year Public University	28	5	4	6	5	8	0
		Two-Year Public Colleges	54	14	9	6	11	14	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	50						
		Total High School Graduates	138						
	210901002	ROUGHRIDER ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	4	0	1	1	2	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	32						
	JOAQUIN ISD								
	210902001	JOAQUIN H S							
		Four-Year Public University	7	1	1	1	0	4	0
		Two-Year Public Colleges	16	1	2	1	7	4	1
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SHELBYVILLE ISD								
	210903002	SHELBYVILLE SCHOOL							
		Four-Year Public University	13	4	3	2	2	2	0
		Two-Year Public Colleges	29	9	5	6	4	4	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	12						
		Total High School Graduates	57						
	TENAHA ISD								
	210904002	TENAHA SCHOOLS							
		Four-Year Public University	2						
		Two-Year Public Colleges	8	1	2	1	0	4	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	40						
	TIMPSON ISD								
	210905001	TIMPSON SCHOOL							
		Four-Year Public University	7	2	0	0	3	2	0
		Two-Year Public Colleges	13	4	0	4	2	2	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	45						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SHERMAN COUNTY									
	STRATFORD ISD								
	211902001	STRATFORD H S							
		Four-Year Public University	12	2	2	2	4	2	0
		Two-Year Public Colleges	7	1	1	1	4	0	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	19						
		Total High School Graduates	41						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SMITH COUNTY									
	ARP ISD								
	212901001	ARP H S							
		Four-Year Public University	10	2	1	2	2	3	0
		Two-Year Public Colleges	19	4	3	4	2	6	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	57						
	BULLARD ISD								
	212902001	BULLARD H S							
		Four-Year Public University	38	4	5	4	15	10	0
		Two-Year Public Colleges	67	14	5	10	13	22	3
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	92						
		Total High School Graduates	201						
	CHAPEL HILL ISD								
	212909001	CHAPEL HILL H S							
		Four-Year Public University	26	7	1	7	5	6	0
		Two-Year Public Colleges	87	34	12	9	11	18	3
		Independent Colleges & Universities	4						
		Not Trackable	12						
		Not Found	91						
		Total High School Graduates	220						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CUMBERLAND ACADEMY								
	212801001	CUMBERLAND H S							
		Four-Year Public University	21	4	5	3	3	6	0
		Two-Year Public Colleges	66	20	9	10	9	16	2
		Independent Colleges & Universities	5						
		Not Trackable	2						
		Not Found	67						
		Total High School Graduates	161						
	LINDALE ISD								
	212903001	LINDALE H S							
		Four-Year Public University	51	8	5	6	14	17	1
		Two-Year Public Colleges	112	33	14	13	20	26	6
		Independent Colleges & Universities	11						
		Not Trackable	8						
		Not Found	122						
		Total High School Graduates	304						
	TROUP ISD								
	212904002	TROUP H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	23	7	1	5	5	4	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	34						
		Total High School Graduates	62						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TYLER ISD								
	212905010	ALVIN V ANDERSON RISE ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	15	9	0	1	0	3	2
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	62						
		Total High School Graduates	83						
	212905003	TYLER H S							
		Four-Year Public University	47	12	5	9	8	12	1
		Two-Year Public Colleges	111	49	15	13	21	9	4
		Independent Colleges & Universities	6						
		Not Trackable	20						
		Not Found	220						
		Total High School Graduates	404						
	212905006	TYLER ISD EARLY COLLEGE H S							
		Four-Year Public University	38	3	3	7	10	14	1
		Two-Year Public Colleges	12	0	1	2	3	5	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	25						
		Total High School Graduates	80						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	212905001	TYLER LEGACY H S							
		Four-Year Public University	100	17	9	14	23	35	2
		Two-Year Public Colleges	155	52	20	20	33	26	4
		Independent Colleges & Universities	12						
		Not Trackable	11						
		Not Found	184						
		Total High School Graduates	462						
	WHITEHOUSE ISD								
	212906001	WHITEHOUSE H S							
		Four-Year Public University	74	6	11	10	15	30	2
		Two-Year Public Colleges	105	28	15	14	17	26	5
		Independent Colleges & Universities	12						
		Not Trackable	4						
		Not Found	157						
		Total High School Graduates	352						
	WINONA ISD								
	212910001	WINONA H S							
		Four-Year Public University	5	2	1	0	0	2	0
		Two-Year Public Colleges	20	5	2	3	4	5	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	27						
		Total High School Graduates	57						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SOMERVELL COUNTY									
	BRAZOS RIVER CHARTER SCHOOL								
	213801001	BRAZOS RIVER CHARTER SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	5	2	0	1	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	49						
		Total High School Graduates	58						
	GLEN ROSE ISD								
	213901001	GLEN ROSE H S							
		Four-Year Public University	26	6	3	3	4	9	1
		Two-Year Public Colleges	17	8	2	2	1	2	2
		Independent Colleges & Universities	3						
		Not Trackable	71						
		Not Found	23						
		Total High School Graduates	140						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
STARR COUNTY									
	RIO GRANDE CITY CISD								
	214901005	PREPARATORY FOR EARLY COLLEGE H S							
		Four-Year Public University	62	17	2	7	14	20	2
		Two-Year Public Colleges	25	9	6	4	3	3	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	37						
		Total High School Graduates	130						
	214901003	RIO GRANDE CITY CISD GRULLA H S							
		Four-Year Public University	31	14	3	1	3	9	1
		Two-Year Public Colleges	50	19	3	4	12	10	2
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	117						
		Total High School Graduates	200						
	214901001	RIO GRANDE CITY H S							
		Four-Year Public University	71	21	10	12	16	11	1
		Two-Year Public Colleges	131	57	15	20	17	14	8
		Independent Colleges & Universities	4						
		Not Trackable	22						
		Not Found	167						
		Total High School Graduates	395						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROMA ISD								
	214903001	ROMA H S							
		Four-Year Public University	82	11	10	15	12	34	0
		Two-Year Public Colleges	154	57	18	11	35	21	12
		Independent Colleges & Universities	2						
		Not Trackable	9						
		Not Found	170						
		Total High School Graduates	417						
STEPHENS COUNTY									
	BRECKENRIDGE ISD								
	215901001	BRECKENRIDGE H S							
		Four-Year Public University	21	7	6	2	3	3	0
		Two-Year Public Colleges	19	4	0	8	5	1	1
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	56						
		Total High School Graduates	104						
SUTTON COUNTY									
	SONORA ISD								
	218901001	SONORA SECONDARY SCHOOL							
		Four-Year Public University	15	4	2	3	3	3	0
		Two-Year Public Colleges	11	1	1	3	3	3	0
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	23						
		Total High School Graduates	54						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SWISHER COUNTY									
	TULIA ISD								
	219903001	TULIA H S							
		Four-Year Public University	10	3	1	0	4	2	0
		Two-Year Public Colleges	13	3	2	2	2	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	41						
		Total High School Graduates	66						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TARRANT COUNTY									
	ARLINGTON ISD								
	220901011	ARLINGTON COLLEGIATE H S							
		Four-Year Public University	52	12	8	11	10	11	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	7						
		Not Trackable	8						
		Not Found	22						
		Total High School Graduates	93						
	220901001	ARLINGTON H S							
		Four-Year Public University	108	23	10	16	27	28	4
		Two-Year Public Colleges	127	30	17	21	24	26	9
		Independent Colleges & Universities	14						
		Not Trackable	48						
		Not Found	334						
		Total High School Graduates	631						
	220901004	BOWIE H S							
		Four-Year Public University	131	30	15	12	31	43	0
		Two-Year Public Colleges	117	39	11	20	24	21	2
		Independent Colleges & Universities	11						
		Not Trackable	51						
		Not Found	266						
		Total High School Graduates	576						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220901003	LAMAR H S							
		Four-Year Public University	89	14	8	14	16	35	2
		Two-Year Public Colleges	82	37	9	5	11	15	5
		Independent Colleges & Universities	12						
		Not Trackable	72						
		Not Found	315						
		Total High School Graduates	570						
	220901005	MARTIN H S							
		Four-Year Public University	222	28	22	34	48	89	1
		Two-Year Public Colleges	146	39	21	15	35	33	3
		Independent Colleges & Universities	30						
		Not Trackable	27						
		Not Found	371						
		Total High School Graduates	796						
	220901002	SAM HOUSTON H S							
		Four-Year Public University	74	14	13	12	21	14	0
		Two-Year Public Colleges	95	32	11	12	19	14	7
		Independent Colleges & Universities	13						
		Not Trackable	123						
		Not Found	455						
		Total High School Graduates	760						
	220901009	SEGUIN H S							
		Four-Year Public University	94	17	7	13	14	42	1
		Two-Year Public Colleges	90	24	13	11	11	24	7
		Independent Colleges & Universities	7						
		Not Trackable	29						
		Not Found	173						
		Total High School Graduates	393						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220901006	VENTURE ALTER H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	22	7	3	4	2	1	5
		Independent Colleges & Universities	0						
		Not Trackable	17						
		Not Found	140						
		Total High School Graduates	181						
	AZLE ISD								
	220915001	AZLE H S							
		Four-Year Public University	67	7	4	19	19	18	0
		Two-Year Public Colleges	76	18	8	6	20	23	1
		Independent Colleges & Universities	16						
		Not Trackable	13						
		Not Found	196						
		Total High School Graduates	368						
	220915003	AZLE HORNET ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	2	0	1	0	3	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	39						
		Total High School Graduates	48						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	BIRDVILLE ISD								
	220902010	BIRDVILLE H S							
		Four-Year Public University	87	12	8	13	29	25	0
		Two-Year Public Colleges	131	32	21	17	21	28	12
		Independent Colleges & Universities	24						
		Not Trackable	34						
		Not Found	178						
		Total High School Graduates	454						
	220902001	HALTOM H S							
		Four-Year Public University	96	19	7	16	22	32	0
		Two-Year Public Colleges	134	36	14	14	33	33	4
		Independent Colleges & Universities	10						
		Not Trackable	50						
		Not Found	281						
		Total High School Graduates	571						
	220902002	RICHLAND H S							
		Four-Year Public University	91	15	14	12	21	27	2
		Two-Year Public Colleges	136	37	11	20	31	31	6
		Independent Colleges & Universities	15						
		Not Trackable	35						
		Not Found	202						
		Total High School Graduates	479						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220902012	SHANNON H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	4	0	0	1	2	1
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	62						
		Total High School Graduates	77						
	CARROLL ISD								
	220919001	CARROLL SENIOR H S							
		Four-Year Public University	178	23	12	18	26	97	2
		Two-Year Public Colleges	63	17	3	5	11	24	3
		Independent Colleges & Universities	47						
		Not Trackable	35						
		Not Found	379						
		Total High School Graduates	702						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CASTLEBERRY ISD								
	220917001	CASTLEBERRY H S							
		Four-Year Public University	25	3	4	2	7	9	0
		Two-Year Public Colleges	34	10	4	4	10	5	1
		Independent Colleges & Universities	5						
		Not Trackable	15						
		Not Found	118						
		Total High School Graduates	197						
	220917003	REACH H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	2	2	0	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	33						
		Total High School Graduates	42						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CROWLEY ISD								
	220912001	CROWLEY H S							
		Four-Year Public University	88	23	11	11	23	17	3
		Two-Year Public Colleges	72	30	7	8	12	11	4
		Independent Colleges & Universities	10						
		Not Trackable	32						
		Not Found	257						
		Total High School Graduates	459						
	220912002	NORTH CROWLEY H S							
		Four-Year Public University	127	31	22	20	15	37	2
		Two-Year Public Colleges	101	38	10	11	18	19	5
		Independent Colleges & Universities	19						
		Not Trackable	76						
		Not Found	339						
		Total High School Graduates	662						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	EAGLE MT-SAGINAW ISD								
	220918001	BOSWELL H S							
		Four-Year Public University	82	12	12	11	23	24	0
		Two-Year Public Colleges	125	30	11	22	24	36	2
		Independent Colleges & Universities	12						
		Not Trackable	6						
		Not Found	213						
		Total High School Graduates	438						
	220918006	CHISHOLM TRAIL H S							
		Four-Year Public University	69	15	13	8	22	11	0
		Two-Year Public Colleges	115	30	18	13	18	34	2
		Independent Colleges & Universities	17						
		Not Trackable	12						
		Not Found	274						
		Total High School Graduates	487						
	220918002	ELMER C WATSON H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	15	8	2	3	2	0	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	173						
		Total High School Graduates	193						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220918004	SAGINAW H S							
		Four-Year Public University	73	16	11	12	13	20	1
		Two-Year Public Colleges	94	21	15	10	29	16	3
		Independent Colleges & Universities	11						
		Not Trackable	13						
		Not Found	229						
		Total High School Graduates	420						
	EVERMAN ISD								
	220904003	EVERMAN ACADEMY H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	31						
		Total High School Graduates	42						
	220904001	EVERMAN H S							
		Four-Year Public University	51	17	4	15	6	9	0
		Two-Year Public Colleges	46	14	4	7	7	9	5
		Independent Colleges & Universities	4						
		Not Trackable	23						
		Not Found	221						
		Total High School Graduates	345						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	FORT WORTH ACADEMY OF FINE ARTS								
	220809001	FORT WORTH ACADEMY OF FINE ARTS							
		Four-Year Public University	13	1	1	2	1	7	1
		Two-Year Public Colleges	9	1	2	0	2	4	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	18						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	FORT WORTH ISD								
	220905002	ARLINGTON HEIGHTS H S							
		Four-Year Public University	55	14	5	6	15	13	2
		Two-Year Public Colleges	71	19	9	11	13	13	6
		Independent Colleges & Universities	7						
		Not Trackable	98						
		Not Found	196						
		Total High School Graduates	427						
	220905071	BENBROOK MIDDLE/HIGH SCHOOL							
		Four-Year Public University	31	9	2	6	7	6	1
		Two-Year Public Colleges	35	10	8	4	7	4	2
		Independent Colleges & Universities	12						
		Not Trackable	48						
		Not Found	88						
		Total High School Graduates	214						
	220905001	CARTER-RIVERSIDE H S							
		Four-Year Public University	20	5	2	2	5	6	0
		Two-Year Public Colleges	54	19	6	6	10	11	2
		Independent Colleges & Universities	1						
		Not Trackable	52						
		Not Found	97						
		Total High School Graduates	224						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220905004	DIAMOND HILL-JARVIS H S							
		Four-Year Public University	18	7	4	0	3	3	1
		Two-Year Public Colleges	23	12	3	3	2	2	1
		Independent Colleges & Universities	8						
		Not Trackable	46						
		Not Found	142						
		Total High School Graduates	237						
	220905005	DUNBAR H S							
		Four-Year Public University	26	11	2	4	7	0	2
		Two-Year Public Colleges	9	6	1	1	0	1	0
		Independent Colleges & Universities	8						
		Not Trackable	26						
		Not Found	109						
		Total High School Graduates	178						
	220905006	EASTERN HILLS H S							
		Four-Year Public University	22	10	5	2	4	1	0
		Two-Year Public Colleges	18	7	1	0	3	4	3
		Independent Colleges & Universities	8						
		Not Trackable	29						
		Not Found	114						
		Total High School Graduates	191						
	220905085	MARINE CREEK COLLEGIATE H S							
		Four-Year Public University	41	9	7	4	11	10	0
		Two-Year Public Colleges	13	8	2	1	2	0	0
		Independent Colleges & Universities	7						
		Not Trackable	1						
		Not Found	23						
		Total High School Graduates	85						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220905008	NORTH SIDE H S							
		Four-Year Public University	18	3	5	3	3	4	0
		Two-Year Public Colleges	68	22	9	13	9	14	1
		Independent Colleges & Universities	3						
		Not Trackable	145						
		Not Found	167						
		Total High School Graduates	401						
	220905016	O D WYATT H S							
		Four-Year Public University	29	12	4	6	4	0	3
		Two-Year Public Colleges	23	7	5	3	0	5	3
		Independent Colleges & Universities	10						
		Not Trackable	79						
		Not Found	189						
		Total High School Graduates	330						
	220905010	PASCHAL H S							
		Four-Year Public University	92	16	8	9	24	32	3
		Two-Year Public Colleges	92	28	9	8	12	30	5
		Independent Colleges & Universities	21						
		Not Trackable	73						
		Not Found	236						
		Total High School Graduates	514						
	220905009	POLYTECHNIC H S							
		Four-Year Public University	13	5	3	1	1	3	0
		Two-Year Public Colleges	30	8	6	6	8	2	0
		Independent Colleges & Universities	13						
		Not Trackable	47						
		Not Found	118						
		Total High School Graduates	221						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220905003	SOUTH HILLS H S							
		Four-Year Public University	32	7	7	3	8	5	2
		Two-Year Public Colleges	76	30	10	15	9	8	4
		Independent Colleges & Universities	10						
		Not Trackable	73						
		Not Found	218						
		Total High School Graduates	409						
	220905014	SOUTHWEST H S							
		Four-Year Public University	36	18	5	4	5	4	0
		Two-Year Public Colleges	29	7	4	4	4	4	6
		Independent Colleges & Universities	11						
		Not Trackable	60						
		Not Found	154						
		Total High School Graduates	290						
	220905021	SUCCESS H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	3	2	0	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	21						
		Not Found	40						
		Total High School Graduates	70						
	220905086	TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S							
		Four-Year Public University	21	5	2	4	3	6	1
		Two-Year Public Colleges	7	2	0	1	0	3	1
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	17						
		Total High School Graduates	53						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220905082	TEXAS ACADEMY OF BIOMEDICAL							
		Four-Year Public University	42	11	7	6	9	9	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	4						
		Not Trackable	17						
		Not Found	14						
		Total High School Graduates	81						
	220905035	TRANSITION CTR							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	27						
		Total High School Graduates	29						
	220905011	TRIMBLE TECHNICAL H S							
		Four-Year Public University	42	8	10	9	8	6	1
		Two-Year Public Colleges	84	23	8	12	18	20	3
		Independent Colleges & Universities	16						
		Not Trackable	65						
		Not Found	164						
		Total High School Graduates	371						
	220905015	WESTERN HILLS H S							
		Four-Year Public University	16	9	3	0	2	2	0
		Two-Year Public Colleges	26	5	3	9	4	5	0
		Independent Colleges & Universities	6						
		Not Trackable	35						
		Not Found	94						
		Total High School Graduates	177						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220905084	WORLD LANGUAGES INSTITUTE							
		Four-Year Public University	10	4	1	3	1	1	0
		Two-Year Public Colleges	6	3	0	0	0	3	0
		Independent Colleges & Universities	9						
		Not Trackable	14						
		Not Found	13						
		Total High School Graduates	52						
	220905083	YOUNG MEN'S LEADERSHIP ACADEMY							
		Four-Year Public University	7	0	3	1	1	2	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	14						
		Total High School Graduates	34						
	220905081	YOUNG WOMEN'S LEADERSHIP ACADEMY							
		Four-Year Public University	13	3	2	3	3	2	0
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	10						
		Not Trackable	9						
		Not Found	5						
		Total High School Graduates	40						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GRAPEVINE-COLLEYVILLE ISD								
	220906004	COLLEYVILLE HERITAGE H S							
		Four-Year Public University	145	18	9	20	34	64	0
		Two-Year Public Colleges	75	11	10	10	13	29	2
		Independent Colleges & Universities	32						
		Not Trackable	32						
		Not Found	183						
		Total High School Graduates	467						
	220906001	GRAPEVINE H S							
		Four-Year Public University	122	19	13	19	25	46	0
		Two-Year Public Colleges	85	21	9	15	18	21	1
		Independent Colleges & Universities	24						
		Not Trackable	29						
		Not Found	209						
		Total High School Graduates	469						
	220906008	GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE							
		Four-Year Public University	29	4	5	5	9	6	0
		Two-Year Public Colleges	8	2	1	1	0	3	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	26						
		Total High School Graduates	68						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220906007	IUNIVERSITY PREP							
		Four-Year Public University	25	1	2	4	3	14	1
		Two-Year Public Colleges	31	4	1	3	5	16	2
		Independent Colleges & Universities	6						
		Not Trackable	6						
		Not Found	68						
		Total High School Graduates	136						
	220906006	THE BRIDGES ACAD ALTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	4	1	0	1	0	2
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	37						
		Total High School Graduates	51						
	HIGH POINT ACADEMY								
	220819001	HIGH POINT ACADEMY							
		Four-Year Public University	18	1	3	6	2	6	0
		Two-Year Public Colleges	12	3	3	2	1	3	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	6						
		Total High School Graduates	38						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HURST-EULESS-BEDFORD ISD								
	220916001	BELL H S							
		Four-Year Public University	141	21	14	19	40	47	0
		Two-Year Public Colleges	143	40	22	16	30	31	4
		Independent Colleges & Universities	20						
		Not Trackable	72						
		Not Found	259						
		Total High School Graduates	635						
	220916005	KEYS H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	10	4	2	0	0	1	3
		Independent Colleges & Universities	0						
		Not Trackable	20						
		Not Found	155						
		Total High School Graduates	185						
	220916002	TRINITY H S							
		Four-Year Public University	198	37	30	31	40	59	1
		Two-Year Public Colleges	164	41	18	26	36	34	9
		Independent Colleges & Universities	13						
		Not Trackable	104						
		Not Found	336						
		Total High School Graduates	815						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KELLER ISD								
	220907004	CENTRAL H S							
		Four-Year Public University	138	26	10	19	38	44	1
		Two-Year Public Colleges	112	32	14	16	19	22	9
		Independent Colleges & Universities	15						
		Not Trackable	78						
		Not Found	243						
		Total High School Graduates	586						
	220907002	FOSSIL RIDGE H S							
		Four-Year Public University	100	21	12	15	17	34	1
		Two-Year Public Colleges	96	31	7	15	16	22	5
		Independent Colleges & Universities	8						
		Not Trackable	57						
		Not Found	190						
		Total High School Graduates	451						
	220907001	KELLER H S							
		Four-Year Public University	165	14	7	11	38	95	0
		Two-Year Public Colleges	122	17	12	13	28	50	2
		Independent Colleges & Universities	21						
		Not Trackable	146						
		Not Found	295						
		Total High School Graduates	749						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220907039	KELLER LEARNING CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	37						
	220907005	TIMBER CREEK H S							
		Four-Year Public University	166	29	19	15	40	62	1
		Two-Year Public Colleges	154	32	14	25	40	41	2
		Independent Colleges & Universities	29						
		Not Trackable	104						
		Not Found	329						
		Total High School Graduates	782						
	KENNEDALE ISD								
	220914001	KENNEDALE H S							
		Four-Year Public University	49	8	6	11	10	14	0
		Two-Year Public Colleges	45	12	5	7	9	10	2
		Independent Colleges & Universities	9						
		Not Trackable	8						
		Not Found	114						
		Total High School Graduates	225						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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"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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LAKE WORTH ISD								
	220910001	LAKE WORTH H S							
		Four-Year Public University	22	7	2	2	7	4	0
		Two-Year Public Colleges	33	11	8	4	6	3	1
		Independent Colleges & Universities	3						
		Not Trackable	10						
		Not Found	115						
		Total High School Graduates	183						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MANSFIELD ISD								
	220908008	MANSFIELD FRONTIER H S							
		Four-Year Public University	27	6	3	7	7	4	0
		Two-Year Public Colleges	16	2	0	4	4	5	1
		Independent Colleges & Universities	3						
		Not Trackable	7						
		Not Found	18						
		Total High School Graduates	71						
	220908003	MANSFIELD H S							
		Four-Year Public University	181	21	19	25	48	66	2
		Two-Year Public Colleges	99	15	12	17	27	26	2
		Independent Colleges & Universities	22						
		Not Trackable	28						
		Not Found	262						
		Total High School Graduates	592						
	220908007	MANSFIELD LAKE RIDGE H S							
		Four-Year Public University	213	52	22	26	45	66	2
		Two-Year Public Colleges	121	34	16	20	21	26	4
		Independent Colleges & Universities	31						
		Not Trackable	34						
		Not Found	232						
		Total High School Graduates	631						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220908005	MANSFIELD LEGACY H S							
		Four-Year Public University	117	20	13	22	30	31	1
		Two-Year Public Colleges	79	19	12	10	13	23	2
		Independent Colleges & Universities	20						
		Not Trackable	40						
		Not Found	207						
		Total High School Graduates	463						
	220908002	MANSFIELD SUMMIT H S							
		Four-Year Public University	133	32	13	18	29	41	0
		Two-Year Public Colleges	100	25	20	12	21	21	1
		Independent Colleges & Universities	10						
		Not Trackable	31						
		Not Found	173						
		Total High School Graduates	447						
	220908004	MANSFIELD TIMBERVIEW H S							
		Four-Year Public University	108	29	15	18	16	29	1
		Two-Year Public Colleges	91	20	15	17	19	18	2
		Independent Colleges & Universities	10						
		Not Trackable	24						
		Not Found	153						
		Total High School Graduates	386						
	220908009	TCCSE EARLY COLLEGE H S AT TIMBERVIEW							
		Four-Year Public University	31	3	2	6	7	12	1
		Two-Year Public Colleges	6	2	1	0	2	1	0
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	10						
		Total High School Graduates	55						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	220908006	THE PHOENIX ACADEMY							
		Four-Year Public University	8	6	2	0	0	0	0
		Two-Year Public Colleges	13	8	2	2	1	0	0
		Independent Colleges & Universities	1						
		Not Trackable	15						
		Not Found	136						
		Total High School Graduates	173						
	NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON								
	220817003	NEWMAN INTERNATIONAL ACADEMY AT GRACE							
		Four-Year Public University	10	1	0	0	5	4	0
		Two-Year Public Colleges	11	4	0	1	3	3	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	32						
		Total High School Graduates	59						
	220817002	NEWMAN INTERNATIONAL AT CEDAR HILL							
		Four-Year Public University	18	6	5	2	3	2	0
		Two-Year Public Colleges	12	3	1	0	2	6	0
		Independent Colleges & Universities	8						
		Not Trackable	2						
		Not Found	31						
		Total High School Graduates	71						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WESTLAKE ACADEMY CHARTER SCHOOL								
	220810001 WESTLAKE ACADEMY								
		Four-Year Public University	15	0	0	5	2	8	0
		Two-Year Public Colleges	7	1	1	2	1	2	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	38						
		Total High School Graduates	66						
	WHITE SETTLEMENT ISD								
	220920001 BREWER H S								
		Four-Year Public University	76	21	8	10	19	17	1
		Two-Year Public Colleges	93	25	13	14	16	17	8
		Independent Colleges & Universities	9						
		Not Trackable	22						
		Not Found	254						
		Total High School Graduates	454						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TAYLOR COUNTY									
	ABILENE ISD								
	221901001	ABILENE H S							
		Four-Year Public University	62	17	6	6	14	19	0
		Two-Year Public Colleges	77	22	14	11	11	16	3
		Independent Colleges & Universities	53						
		Not Trackable	18						
		Not Found	175						
		Total High School Graduates	385						
	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING MATH & SCIENCE							
		Four-Year Public University	21	6	1	3	5	5	1
		Two-Year Public Colleges	16	7	3	2	2	2	0
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	62						
	221901002	COOPER H S							
		Four-Year Public University	45	14	4	12	7	8	0
		Two-Year Public Colleges	56	11	8	9	10	17	1
		Independent Colleges & Universities	32						
		Not Trackable	4						
		Not Found	150						
		Total High School Graduates	287						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	221901003	WOODSON CENTER FOR EXCELLENCE							
		Four-Year Public University	5	4	1	0	0	0	0
		Two-Year Public Colleges	25	12	5	3	3	1	1
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	191						
		Total High School Graduates	229						
	JIM NED CISD								
	221911001	JIM NED H S							
		Four-Year Public University	31	6	4	7	5	9	0
		Two-Year Public Colleges	28	7	2	4	2	11	2
		Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	93						
	MERKEL ISD								
	221904001	MERKEL H S							
		Four-Year Public University	11	4	2	1	2	2	0
		Two-Year Public Colleges	16	5	3	0	2	5	1
		Independent Colleges & Universities	8						
		Not Trackable	0						
		Not Found	51						
		Total High School Graduates	86						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TEXAS COLLEGE PREPARATORY ACADEMIES								
	221801043	FOUNDERS CLASSICAL ACADEMY							
		Four-Year Public University	20	2	1	2	6	9	0
		Two-Year Public Colleges	12	4	4	1	1	2	0
		Independent Colleges & Universities	6						
		Not Trackable	5						
		Not Found	24						
		Total High School Graduates	67						
	221801020	FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL							
		Four-Year Public University	16	1	0	1	5	9	0
		Two-Year Public Colleges	12	1	3	3	1	3	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	15						
		Total High School Graduates	46						
	221801058	FOUNDERS CLASSICAL ACADEMY OF LEANDER							
		Four-Year Public University	9	1	2	0	2	4	0
		Two-Year Public Colleges	6	1	0	1	1	2	1
		Independent Colleges & Universities	6						
		Not Trackable	3						
		Not Found	12						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	221801056	ISCHOOL HIGH AT THE WOODLANDS							
		Four-Year Public University	16	2	4	0	4	6	0
		Two-Year Public Colleges	13	1	1	2	4	5	0
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	18						
		Total High School Graduates	55						
	221801051	ISCHOOL HIGH AT UNIVERSITY PARK							
		Four-Year Public University	33	5	1	4	10	13	0
		Two-Year Public Colleges	15	0	2	3	2	7	1
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	12						
		Total High School Graduates	64						
	221801034	ISCHOOL LEWISVILLE (6-12 CAMPUS)							
		Four-Year Public University	16	4	0	3	3	6	0
		Two-Year Public Colleges	22	7	3	2	5	3	2
		Independent Colleges & Universities	5						
		Not Trackable	1						
		Not Found	14						
		Total High School Graduates	58						
	221801022	ISCHOOL VIRTUAL ACADEMY OF TEXAS							
		Four-Year Public University	15	0	1	5	5	4	0
		Two-Year Public Colleges	33	7	2	8	3	11	2
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	86						
		Total High School Graduates	142						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	221801046	TYLER CLASSICAL ACADEMY							
		Four-Year Public University	9	1	1	2	2	3	0
		Two-Year Public Colleges	11	4	2	4	1	0	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	11						
		Total High School Graduates	32						
	WYLIE ISD								
	221912001	WYLIE H S							
		Four-Year Public University	75	11	11	9	23	21	0
		Two-Year Public Colleges	84	12	7	11	29	25	0
		Independent Colleges & Universities	50						
		Not Trackable	4						
		Not Found	72						
		Total High School Graduates	285						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TERRY COUNTY									
	BROWNFIELD ISD								
	223901005	BROWNFIELD EDUCATION CENTER							
		Four-Year Public University	0						
		Two-Year Public Colleges	5	2	2	0	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	36						
		Total High School Graduates	45						
	223901001	BROWNFIELD H S							
		Four-Year Public University	19	10	2	4	2	0	1
		Two-Year Public Colleges	26	9	5	5	6	0	1
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	50						
		Total High School Graduates	98						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TITUS COUNTY									
	CHAPEL HILL ISD								
	225906001	CHAPEL HILL H S							
		Four-Year Public University	10	2	0	2	1	5	0
		Two-Year Public Colleges	39	8	4	9	11	6	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	84						
	MOUNT PLEASANT ISD								
	225902001	MOUNT PLEASANT H S							
		Four-Year Public University	33	6	5	5	7	10	0
		Two-Year Public Colleges	148	46	16	22	25	30	9
		Independent Colleges & Universities	2						
		Not Trackable	18						
		Not Found	134						
		Total High School Graduates	335						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TOM GREEN COUNTY									
	CHRISTOVAL ISD								
	226901001	CHRISTOVAL H S							
		Four-Year Public University	16	2	2	2	7	3	0
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	19						
		Total High School Graduates	39						
	GRAPE CREEK ISD								
	226907001	GRAPE CREEK H S							
		Four-Year Public University	19	9	2	1	2	5	0
		Two-Year Public Colleges	7	1	0	0	3	2	1
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	40						
		Total High School Graduates	67						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SAN ANGELO ISD								
	226903001	CENTRAL H S							
		Four-Year Public University	219	62	26	25	43	60	3
		Two-Year Public Colleges	89	37	10	11	8	10	13
		Independent Colleges & Universities	13						
		Not Trackable	7						
		Not Found	386						
		Total High School Graduates	714						
	226903002	LAKE VIEW H S							
		Four-Year Public University	47	18	7	4	11	6	1
		Two-Year Public Colleges	32	14	2	5	4	4	3
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	114						
		Total High School Graduates	198						
	TEXAS LEADERSHIP PUBLIC SCHOOLS								
	226801001	TEXAS LEADERSHIP OF SAN ANGELO							
		Four-Year Public University	21	2	0	3	6	9	1
		Two-Year Public Colleges	8	2	0	1	3	2	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	65						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WALL ISD								
	226906001	WALL H S							
		Four-Year Public University	66	8	4	4	17	33	0
		Two-Year Public Colleges	14	1	0	5	4	4	0
		Independent Colleges & Universities	6						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	99						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TRAVIS COUNTY									
	AUSTIN ACHIEVE PUBLIC SCHOOLS								
	227825004 AUSTIN ACHIEVE H S								
		Four-Year Public University	19	10	3	4	0	1	1
		Two-Year Public Colleges	16	7	2	1	1	2	3
		Independent Colleges & Universities	6						
		Not Trackable	9						
		Not Found	34						
		Total High School Graduates	84						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	AUSTIN ISD								
	227901017	AKINS H S							
		Four-Year Public University	88	24	12	13	17	20	2
		Two-Year Public Colleges	101	29	12	12	16	23	9
		Independent Colleges & Universities	23						
		Not Trackable	70						
		Not Found	297						
		Total High School Graduates	579						
	227901009	ANDERSON H S							
		Four-Year Public University	116	10	8	14	29	54	1
		Two-Year Public Colleges	103	30	11	13	18	19	12
		Independent Colleges & Universities	23						
		Not Trackable	71						
		Not Found	182						
		Total High School Graduates	495						
	227901002	AUSTIN H S							
		Four-Year Public University	107	10	6	15	22	54	0
		Two-Year Public Colleges	99	26	12	8	18	31	4
		Independent Colleges & Universities	19						
		Not Trackable	91						
		Not Found	224						
		Total High School Graduates	540						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	227901013	BOWIE H S							
		Four-Year Public University	203	24	11	12	45	111	0
		Two-Year Public Colleges	113	27	11	9	23	35	8
		Independent Colleges & Universities	24						
		Not Trackable	143						
		Not Found	189						
		Total High School Graduates	672						
	227901008	CROCKETT ECHS							
		Four-Year Public University	34	5	5	9	8	6	1
		Two-Year Public Colleges	39	17	5	2	7	6	2
		Independent Colleges & Universities	10						
		Not Trackable	27						
		Not Found	189						
		Total High School Graduates	299						
	227901019	EASTSIDE MEMORIAL ECHS							
		Four-Year Public University	12	3	3	2	2	2	0
		Two-Year Public Colleges	6	2	0	1	1	1	1
		Independent Colleges & Universities	1						
		Not Trackable	19						
		Not Found	46						
		Total High School Graduates	84						
	227901015	GARZA INDEPENDENCE H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	16	3	1	3	4	4	1
		Independent Colleges & Universities	1						
		Not Trackable	10						
		Not Found	58						
		Total High School Graduates	86						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	227901023	GRADUATION PREPARATORY ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	36						
		Total High School Graduates	42						
	227901018	LASA H S							
		Four-Year Public University	106	3	7	7	21	68	0
		Two-Year Public Colleges	21	1	1	1	5	13	0
		Independent Colleges & Universities	12						
		Not Trackable	43						
		Not Found	126						
		Total High School Graduates	308						
	227901014	LBJ ECHS							
		Four-Year Public University	26	7	5	7	3	4	0
		Two-Year Public Colleges	17	5	2	1	3	1	5
		Independent Colleges & Universities	10						
		Not Trackable	16						
		Not Found	113						
		Total High School Graduates	182						
	227901005	MCCALLUM H S							
		Four-Year Public University	89	12	8	15	22	31	1
		Two-Year Public Colleges	65	15	5	3	16	18	8
		Independent Colleges & Universities	10						
		Not Trackable	70						
		Not Found	200						
		Total High School Graduates	434						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	227901004	NAVARRO EARLY COLLEGE H S							
		Four-Year Public University	27	10	3	0	5	8	1
		Two-Year Public Colleges	25	11	5	1	3	3	2
		Independent Colleges & Universities	3						
		Not Trackable	51						
		Not Found	145						
		Total High School Graduates	251						
	227901006	NORTHEAST EARLY COLLEGE H S							
		Four-Year Public University	32	13	2	6	9	2	0
		Two-Year Public Colleges	27	13	4	0	6	2	2
		Independent Colleges & Universities	0						
		Not Trackable	45						
		Not Found	105						
		Total High School Graduates	209						
	227901028	RICHARDS SCH FOR YOUNG WOMEN LEADERS							
		Four-Year Public University	27	5	1	6	5	10	0
		Two-Year Public Colleges	12	1	2	4	0	5	0
		Independent Colleges & Universities	15						
		Not Trackable	12						
		Not Found	31						
		Total High School Graduates	97						
	227901007	TRAVIS EARLY COLLEGE H S							
		Four-Year Public University	28	9	4	7	5	2	1
		Two-Year Public Colleges	32	13	4	5	4	1	5
		Independent Colleges & Universities	7						
		Not Trackable	40						
		Not Found	107						
		Total High School Graduates	214						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CEDARS INTERNATIONAL ACADEMY								
	227817001	CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND							
		Four-Year Public University	10	2	0	7	1	0	0
		Two-Year Public Colleges	5	2	1	0	2	0	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	13						
		Total High School Graduates	32						
	CHAPARRAL STAR ACADEMY								
	227814001	CHAPARRAL STAR ACADEMY							
		Four-Year Public University	5	0	0	0	3	2	0
		Two-Year Public Colleges	6	0	2	1	1	2	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	13						
		Total High School Graduates	26						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DEL VALLE ISD								
	227910001	DEL VALLE H S							
		Four-Year Public University	101	31	18	25	15	10	2
		Two-Year Public Colleges	113	42	17	13	19	9	13
		Independent Colleges & Universities	26						
		Not Trackable	66						
		Not Found	415						
		Total High School Graduates	721						
	227910002	DEL VALLE OPPORTUNITY CTR							
		Four-Year Public University	1						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	12						
		Not Found	55						
		Total High School Graduates	70						
	EANES ISD								
	227909001	WESTLAKE H S							
		Four-Year Public University	211	14	15	26	36	119	1
		Two-Year Public Colleges	81	13	8	6	22	31	1
		Independent Colleges & Universities	43						
		Not Trackable	56						
		Not Found	295						
		Total High School Graduates	686						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	HARMONY SCIENCE ACADEMY (AUSTIN)								
	227816101	HARMONY SCHOOL OF EXCELLENCE - AUSTIN							
		Four-Year Public University	3						
		Two-Year Public Colleges	5	1	0	2	2	0	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	26						
		Total High School Graduates	39						
	227816002	HARMONY SCIENCE ACADEMY-PFLUGERVILLE							
		Four-Year Public University	27	6	5	3	5	8	0
		Two-Year Public Colleges	19	7	1	2	3	6	0
		Independent Colleges & Universities	11						
		Not Trackable	13						
		Not Found	42						
		Total High School Graduates	112						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
KIPP TEXAS PUBLIC SCHOOLS									
	227820002	KIPP AUSTIN BRAVE							
		Four-Year Public University	33	18	5	5	5	0	0
		Two-Year Public Colleges	26	12	1	1	1	4	7
		Independent Colleges & Universities	10						
		Not Trackable	16						
		Not Found	63						
		Total High School Graduates	148						
	227820001	KIPP AUSTIN COLLEGIATE							
		Four-Year Public University	42	23	7	7	2	3	0
		Two-Year Public Colleges	28	14	4	1	2	3	4
		Independent Colleges & Universities	8						
		Not Trackable	17						
		Not Found	68						
		Total High School Graduates	163						
	227820014	KIPP GENERATIONS COLLEGIATE							
		Four-Year Public University	41	21	6	2	7	3	2
		Two-Year Public Colleges	29	15	2	2	4	5	1
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	53						
		Total High School Graduates	132						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	227820013	KIPP HOUSTON H S							
		Four-Year Public University	62	22	5	9	11	14	1
		Two-Year Public Colleges	27	13	4	2	5	2	1
		Independent Colleges & Universities	12						
		Not Trackable	10						
		Not Found	69						
		Total High School Graduates	180						
	227820015	KIPP NORTHEAST COLLEGE PREPARATORY							
		Four-Year Public University	38	18	8	5	4	3	0
		Two-Year Public Colleges	24	14	2	1	3	4	0
		Independent Colleges & Universities	2						
		Not Trackable	4						
		Not Found	47						
		Total High School Graduates	115						
	227820016	KIPP SUNNYSIDE H S							
		Four-Year Public University	34	11	8	8	4	2	1
		Two-Year Public Colleges	31	17	5	4	1	2	2
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	62						
		Total High School Graduates	135						
	227820020	KIPP UNIVERSITY PREP H S							
		Four-Year Public University	47	21	7	8	10	1	0
		Two-Year Public Colleges	51	27	9	1	6	4	4
		Independent Colleges & Universities	15						
		Not Trackable	14						
		Not Found	56						
		Total High School Graduates	183						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LAGO VISTA ISD								
	227912001 LAGO VISTA H S								
		Four-Year Public University	27	1	0	5	8	13	0
		Two-Year Public Colleges	19	7	4	2	3	3	0
		Independent Colleges & Universities	11						
		Not Trackable	2						
		Not Found	58						
		Total High School Graduates	117						
	LAKE TRAVIS ISD								
	227913001 LAKE TRAVIS H S								
		Four-Year Public University	215	14	14	25	49	111	2
		Two-Year Public Colleges	119	20	10	14	21	46	8
		Independent Colleges & Universities	27						
		Not Trackable	89						
		Not Found	364						
		Total High School Graduates	814						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MANOR ISD								
	227907002	MANOR EXCEL ACADEMY							
		Four-Year Public University	2						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	13						
		Not Found	99						
		Total High School Graduates	118						
	227907001	MANOR H S							
		Four-Year Public University	74	23	9	26	8	6	2
		Two-Year Public Colleges	60	26	6	9	4	8	7
		Independent Colleges & Universities	12						
		Not Trackable	49						
		Not Found	256						
		Total High School Graduates	451						
	227907004	MANOR NEW TECHNOLOGY HIGH							
		Four-Year Public University	21	6	2	4	3	6	0
		Two-Year Public Colleges	24	6	2	2	7	6	1
		Independent Colleges & Universities	3						
		Not Trackable	9						
		Not Found	45						
		Total High School Graduates	102						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NYOS CHARTER SCHOOL								
	227804101	NYOS CHARTER SCHOOL							
		Four-Year Public University	13	1	0	2	1	9	0
		Two-Year Public Colleges	17	7	3	1	1	5	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	25						
		Total High School Graduates	58						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PFLUGERVILLE ISD								
	227904004	HENDRICKSON H S							
		Four-Year Public University	149	25	16	19	35	52	2
		Two-Year Public Colleges	108	33	17	19	17	17	5
		Independent Colleges & Universities	17						
		Not Trackable	18						
		Not Found	211						
		Total High School Graduates	503						
	227904003	JOHN B CONNALLY H S							
		Four-Year Public University	64	4	9	10	17	24	0
		Two-Year Public Colleges	77	23	8	7	11	18	10
		Independent Colleges & Universities	5						
		Not Trackable	35						
		Not Found	174						
		Total High School Graduates	355						
	227904001	PFLUGERVILLE H S							
		Four-Year Public University	105	19	15	16	25	29	1
		Two-Year Public Colleges	86	23	11	11	15	16	10
		Independent Colleges & Universities	8						
		Not Trackable	29						
		Not Found	240						
		Total High School Graduates	468						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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"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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	227904005 WEISS H S								
		Four-Year Public University	97	16	11	16	28	26	0
		Two-Year Public Colleges	86	29	7	6	16	24	4
		Independent Colleges & Universities	9						
		Not Trackable	33						
		Not Found	209						
		Total High School Graduates	434						
	PROMESA PUBLIC SCHOOLS								
	227824002 THE EAST AUSTIN COLLEGE PREP AT MLK								
		Four-Year Public University	6	2	0	2	2	0	0
		Two-Year Public Colleges	6	3	1	1	1	0	0
		Independent Colleges & Universities	1						
		Not Trackable	6						
		Not Found	30						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	THE EXCEL CENTER (FOR ADULTS)								
	227827004	BILLY MOORE							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	66						
		Total High School Graduates	72						
	227827001	THE EXCEL CENTER (FOR ADULTS)							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	3	0	0	3	1	2
		Independent Colleges & Universities	0						
		Not Trackable	11						
		Not Found	57						
		Total High School Graduates	77						
	227827002	THE EXCEL CENTER FOR ADULTS - LOCKHART							
		Four-Year Public University	0						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	41						
		Total High School Graduates	44						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	UNIVERSITY OF TEXAS AT AUSTIN H S							
	227506001 UNIVERSITY OF TEXAS AT AUSTIN H S							
	Four-Year Public University	11	1	2	4	0	3	1
	Two-Year Public Colleges	16	0	2	1	4	8	1
	Independent Colleges & Universities	3						
	Not Trackable	5						
	Not Found	37						
	Total High School Graduates	72						
	WAYSIDE SCHOOLS							
	227803001 WAYSIDE SCI-TECH MIDDLE AND H S							
	Four-Year Public University	5	0	1	1	1	2	0
	Two-Year Public Colleges	5	1	1	1	0	2	0
	Independent Colleges & Universities	0						
	Not Trackable	5						
	Not Found	22						
	Total High School Graduates	37						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TRINITY COUNTY									
	GROVETON ISD								
	228901001	GROVETON J H-H S							
		Four-Year Public University	8	2	0	0	2	4	0
		Two-Year Public Colleges	19	8	2	2	4	2	1
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	61						
	TRINITY ISD								
	228903001	TRINITY H S							
		Four-Year Public University	12	4	1	4	1	2	0
		Two-Year Public Colleges	8	3	0	2	2	1	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	49						
		Total High School Graduates	71						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
TYLER COUNTY									
	COLMESNEIL ISD								
	229901001	COLMESNEIL JH/HS							
		Four-Year Public University	6	1	0	2	2	1	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	16						
		Total High School Graduates	27						
	WARREN ISD								
	229904001	WARREN H S							
		Four-Year Public University	15	3	2	4	4	2	0
		Two-Year Public Colleges	10	3	1	3	3	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	47						
		Total High School Graduates	72						
	WOODVILLE ISD								
	229903001	WOODVILLE H S							
		Four-Year Public University	27	9	5	3	5	4	1
		Two-Year Public Colleges	12	5	0	2	2	3	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	41						
		Total High School Graduates	81						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
UPSHUR COUNTY									
	BIG SANDY ISD								
	230901001	BIG SANDY H S							
		Four-Year Public University	1						
		Two-Year Public Colleges	11	4	1	1	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	39						
	GILMER ISD								
	230902002	GILMER H S							
		Four-Year Public University	21	3	2	5	4	7	0
		Two-Year Public Colleges	39	14	6	4	7	6	2
		Independent Colleges & Universities	5						
		Not Trackable	4						
		Not Found	95						
		Total High School Graduates	164						
	HARMONY ISD								
	230905001	HARMONY H S							
		Four-Year Public University	11	0	2	2	3	4	0
		Two-Year Public Colleges	30	7	2	6	7	7	1
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	31						
		Total High School Graduates	78						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	NEW DIANA ISD								
	230906001 NEW DIANA H S								
		Four-Year Public University	7	2	0	1	2	2	0
		Two-Year Public Colleges	26	7	2	4	4	9	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	32						
		Total High School Graduates	67						
	ORE CITY ISD								
	230903001 ORE CITY H S								
		Four-Year Public University	3						
		Two-Year Public Colleges	21	4	5	2	3	6	1
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	43						
		Total High School Graduates	70						
	UNION GROVE ISD								
	230908001 UNION GROVE H S								
		Four-Year Public University	10	0	2	1	1	6	0
		Two-Year Public Colleges	16	4	1	1	9	1	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	29						
		Total High School Graduates	58						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	UNION HILL ISD								
	230904001	UNION HILL H S							
		Four-Year Public University	8	0	0	1	2	5	0
		Two-Year Public Colleges	9	2	1	1	2	3	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	35						
UPTON COUNTY									
	MCCAMEY ISD								
	231901001	MCCAMEY H S							
		Four-Year Public University	5	0	1	1	0	3	0
		Two-Year Public Colleges	10	2	3	1	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	28						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
UVALDE COUNTY									
	KNIPPA ISD								
	232901001	KNIPPA SCHOOL							
		Four-Year Public University	9	0	0	2	2	4	1
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	14						
		Total High School Graduates	32						
	SABINAL ISD								
	232902001	SABINAL H S							
		Four-Year Public University	8	1	0	1	2	4	0
		Two-Year Public Colleges	7	3	0	0	2	2	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	36						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	UVALDE CISD								
	232903003	CROSSROADS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	7	3	2	0	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	31						
	232903001	UVALDE H S							
		Four-Year Public University	36	6	7	5	6	11	1
		Two-Year Public Colleges	71	23	8	11	12	13	4
		Independent Colleges & Universities	8						
		Not Trackable	1						
		Not Found	111						
		Total High School Graduates	227						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
VAL VERDE COUNTY									
	SAN FELIPE-DEL RIO CISD								
	233901004	BLENDED ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	6	0	0	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	74						
		Total High School Graduates	85						
	233901005	DEL RIO EARLY COLLEGE H S							
		Four-Year Public University	46	7	8	5	14	12	0
		Two-Year Public Colleges	13	3	1	4	2	1	2
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	40						
		Total High School Graduates	103						
	233901001	DEL RIO H S							
		Four-Year Public University	92	15	6	20	19	31	1
		Two-Year Public Colleges	123	40	14	16	26	21	6
		Independent Colleges & Universities	14						
		Not Trackable	12						
		Not Found	270						
		Total High School Graduates	511						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
VAN ZANDT COUNTY									
	CANTON ISD								
	234902001	CANTON H S							
		Four-Year Public University	28	4	3	3	9	9	0
		Two-Year Public Colleges	44	8	5	5	9	16	1
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	68						
		Total High School Graduates	146						
	EDGEWOOD ISD								
	234903001	EDGEWOOD H S							
		Four-Year Public University	7	2	0	1	0	4	0
		Two-Year Public Colleges	10	2	0	2	4	2	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	35						
		Total High School Graduates	54						
	GRAND SALINE ISD								
	234904001	GRAND SALINE H S							
		Four-Year Public University	9	2	1	2	2	1	1
		Two-Year Public Colleges	22	2	1	0	11	8	0
		Independent Colleges & Universities	1						
		Not Trackable	2						
		Not Found	33						
		Total High School Graduates	67						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MARTINS MILL ISD								
	234905001	MARTINS MILL H S							
		Four-Year Public University	10	0	1	1	4	4	0
		Two-Year Public Colleges	9	5	0	3	0	1	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	12						
		Total High School Graduates	32						
	VAN ISD								
	234906001	VAN H S							
		Four-Year Public University	24	3	2	3	7	9	0
		Two-Year Public Colleges	85	22	11	9	14	20	9
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	58						
		Total High School Graduates	172						
	WILLS POINT ISD								
	234907002	WILLS POINT H S							
		Four-Year Public University	25	5	4	3	6	7	0
		Two-Year Public Colleges	34	7	4	6	10	7	0
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	81						
		Total High School Graduates	148						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
VICTORIA COUNTY									
	BLOOMINGTON ISD								
	235901001	BLOOMINGTON H S							
		Four-Year Public University	6	0	1	1	3	0	1
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	28						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	VICTORIA ISD								
	235902006	LIBERTY CREDIT RECOVERY							
		Four-Year Public University	1						
		Two-Year Public Colleges	6	3	0	1	0	0	2
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	131						
		Total High School Graduates	144						
	235902013	VICTORIA EAST H S							
		Four-Year Public University	48	16	4	10	8	9	1
		Two-Year Public Colleges	92	38	11	12	19	6	6
		Independent Colleges & Universities	4						
		Not Trackable	10						
		Not Found	229						
		Total High School Graduates	383						
	235902014	VICTORIA WEST H S							
		Four-Year Public University	62	23	6	6	10	17	0
		Two-Year Public Colleges	79	26	11	10	15	13	4
		Independent Colleges & Universities	10						
		Not Trackable	9						
		Not Found	168						
		Total High School Graduates	328						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WALKER COUNTY									
	HUNTSVILLE ISD								
	236902002	HUNTSVILLE H S							
		Four-Year Public University	94	25	12	18	16	23	0
		Two-Year Public Colleges	35	16	5	6	1	5	2
		Independent Colleges & Universities	4						
		Not Trackable	35						
		Not Found	192						
		Total High School Graduates	360						
	236902008	TEXAS ONLINE PREPARATORY H S							
		Four-Year Public University	55	8	8	6	16	16	1
		Two-Year Public Colleges	76	18	5	11	14	26	2
		Independent Colleges & Universities	7						
		Not Trackable	3						
		Not Found	265						
		Total High School Graduates	406						
	NEW WAVERLY ISD								
	236901002	NEW WAVERLY H S							
		Four-Year Public University	20	3	6	0	5	6	0
		Two-Year Public Colleges	12	2	1	1	7	1	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	35						
		Total High School Graduates	70						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WALLER COUNTY									
	HEMPSTEAD ISD								
	237902001	HEMPSTEAD H S							
		Four-Year Public University	7	0	1	3	1	2	0
		Two-Year Public Colleges	20	4	1	6	6	2	1
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	34						
		Total High School Graduates	69						
	ROYAL ISD								
	237905002	ROYAL H S							
		Four-Year Public University	16	3	2	6	3	2	0
		Two-Year Public Colleges	24	9	4	1	3	6	1
		Independent Colleges & Universities	2						
		Not Trackable	17						
		Not Found	83						
		Total High School Graduates	142						
	WALLER ISD								
	237904002	WALLER H S							
		Four-Year Public University	90	23	14	17	20	15	1
		Two-Year Public Colleges	109	32	16	14	21	21	5
		Independent Colleges & Universities	6						
		Not Trackable	29						
		Not Found	249						
		Total High School Graduates	483						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WARD COUNTY									
	MONAHANS-WICKETT-PYOTE ISD								
	238902002	MONAHANS ED CTR							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	30						
		Total High School Graduates	33						
	238902001	MONAHANS H S							
		Four-Year Public University	19	5	1	4	3	6	0
		Two-Year Public Colleges	26	7	4	3	4	7	1
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	47						
		Total High School Graduates	99						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WASHINGTON COUNTY									
	BRENHAM ISD								
	239901001	BRENHAM H S							
		Four-Year Public University	53	5	4	9	19	15	1
		Two-Year Public Colleges	110	25	15	20	29	16	5
		Independent Colleges & Universities	10						
		Not Trackable	29						
		Not Found	144						
		Total High School Graduates	346						
	BURTON ISD								
	239903001	BURTON H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	14	3	1	5	1	4	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	9						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WEBB COUNTY									
	LAREDO ISD								
	240901003	DR LEO CIGARROA H S							
		Four-Year Public University	52	9	7	10	14	10	2
		Two-Year Public Colleges	69	37	10	4	10	8	0
		Independent Colleges & Universities	0						
		Not Trackable	33						
		Not Found	228						
		Total High School Graduates	382						
	240901008	HECTOR J GARCIA EARLY COLLEGE H S							
		Four-Year Public University	88	7	12	15	31	22	1
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	11						
		Total High School Graduates	105						
	240901001	MARTIN H S							
		Four-Year Public University	100	21	7	17	35	17	3
		Two-Year Public Colleges	80	30	14	10	11	14	1
		Independent Colleges & Universities	3						
		Not Trackable	45						
		Not Found	260						
		Total High School Graduates	488						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	240901002	NIXON H S							
		Four-Year Public University	102	24	11	15	32	20	0
		Two-Year Public Colleges	106	53	10	9	19	13	2
		Independent Colleges & Universities	1						
		Not Trackable	49						
		Not Found	207						
		Total High School Graduates	465						
	TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO								
	240801001	TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO NORTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	2	1	1	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	33						
		Total High School Graduates	42						
	240801002	TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO SOUTH							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	2	0	0	4	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	41						
		Total High School Graduates	49						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	UNITED ISD								
	240903003	JOHN B ALEXANDER H S							
		Four-Year Public University	213	32	14	33	58	76	0
		Two-Year Public Colleges	201	66	26	25	28	53	3
		Independent Colleges & Universities	18						
		Not Trackable	47						
		Not Found	199						
		Total High School Graduates	678						
	240903009	LYNDON B JOHNSON							
		Four-Year Public University	182	40	19	26	54	41	2
		Two-Year Public Colleges	157	69	15	22	19	31	1
		Independent Colleges & Universities	2						
		Not Trackable	33						
		Not Found	356						
		Total High School Graduates	730						
	240903001	UNITED H S							
		Four-Year Public University	308	39	26	54	94	92	3
		Two-Year Public Colleges	339	117	42	50	59	59	12
		Independent Colleges & Universities	17						
		Not Trackable	55						
		Not Found	308						
		Total High School Graduates	1,027						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	240903002	UNITED SOUTH H S							
		Four-Year Public University	143	14	12	27	54	33	3
		Two-Year Public Colleges	264	121	18	33	46	42	4
		Independent Colleges & Universities	2						
		Not Trackable	33						
		Not Found	347						
		Total High School Graduates	789						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WHARTON COUNTY									
	BOLING ISD								
	241901001	BOLING H S							
		Four-Year Public University	10	4	2	2	1	1	0
		Two-Year Public Colleges	40	11	5	6	4	11	3
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	27						
		Total High School Graduates	82						
	EAST BERNARD ISD								
	241902001	EAST BERNARD H S							
		Four-Year Public University	13	2	1	2	4	4	0
		Two-Year Public Colleges	40	11	3	5	13	8	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	74						
	EL CAMPO ISD								
	241903001	EL CAMPO H S							
		Four-Year Public University	32	3	3	6	14	6	0
		Two-Year Public Colleges	100	40	12	15	12	15	6
		Independent Colleges & Universities	6						
		Not Trackable	4						
		Not Found	117						
		Total High School Graduates	259						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LOUISE ISD								
	241906001 LOUISE H S								
		Four-Year Public University	1						
		Two-Year Public Colleges	14	4	0	1	5	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	14						
		Total High School Graduates	31						
	WHARTON ISD								
	241904001 WHARTON H S								
		Four-Year Public University	18	7	2	3	2	4	0
		Two-Year Public Colleges	38	17	5	5	5	5	1
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	65						
		Total High School Graduates	126						
WHEELER COUNTY									
	WHEELER ISD								
	242903001 WHEELER SCHOOL								
		Four-Year Public University	6	0	1	1	2	2	0
		Two-Year Public Colleges	6	1	1	1	1	2	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WICHITA COUNTY									
	BURKBURNETT ISD								
	243901001	BURKBURNETT H S							
		Four-Year Public University	40	12	7	8	6	7	0
		Two-Year Public Colleges	30	9	5	4	5	7	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	91						
		Total High School Graduates	166						
	243901002	GATEWAY STUDENT SUPPORT CTR							
		Four-Year Public University	2						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	32						
	CITY VIEW ISD								
	243906001	CITY VIEW JUNIOR/SENIOR HIGH							
		Four-Year Public University	23	9	2	1	5	5	1
		Two-Year Public Colleges	7	3	1	0	1	1	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	42						
		Total High School Graduates	73						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	IOWA PARK CISD								
	243903001	IOWA PARK H S							
		Four-Year Public University	32	5	4	5	10	8	0
		Two-Year Public Colleges	15	4	2	1	5	0	3
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	77						
		Total High School Graduates	132						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WICHITA FALLS ISD								
	243905001	HIRSCHI H S							
		Four-Year Public University	38	21	3	5	2	7	0
		Two-Year Public Colleges	26	15	4	1	1	2	3
		Independent Colleges & Universities	2						
		Not Trackable	18						
		Not Found	122						
		Total High School Graduates	206						
	243905002	RIDER H S							
		Four-Year Public University	108	22	16	16	21	31	2
		Two-Year Public Colleges	58	14	11	9	10	8	6
		Independent Colleges & Universities	12						
		Not Trackable	6						
		Not Found	181						
		Total High School Graduates	365						
	243905004	WICHITA FALLS H S							
		Four-Year Public University	70	27	7	14	9	11	2
		Two-Year Public Colleges	31	11	5	5	6	1	3
		Independent Colleges & Universities	0						
		Not Trackable	14						
		Not Found	176						
		Total High School Graduates	291						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WILBARGER COUNTY									
	VERNON ISD								
	244903001	VERNON H S							
		Four-Year Public University	17	0	0	3	6	8	0
		Two-Year Public Colleges	25	6	3	9	2	5	0
		Independent Colleges & Universities	1						
		Not Trackable	5						
		Not Found	67						
		Total High School Graduates	115						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WILLACY COUNTY									
	LYFORD CISD								
	245902001	LYFORD H S							
		Four-Year Public University	38	16	6	5	4	7	0
		Two-Year Public Colleges	23	11	0	4	5	3	0
		Independent Colleges & Universities	6						
		Not Trackable	2						
		Not Found	47						
		Total High School Graduates	116						
	RAYMONDVILLE ISD								
	245903001	RAYMONDVILLE H S							
		Four-Year Public University	27	11	5	4	5	2	0
		Two-Year Public Colleges	15	9	0	3	1	1	1
		Independent Colleges & Universities	2						
		Not Trackable	7						
		Not Found	58						
		Total High School Graduates	109						
	245903004	RAYMONDVILLE OPTIONS ACADEMIC ACADEMY							
		Four-Year Public University	1						
		Two-Year Public Colleges	0						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	28						
		Total High School Graduates	30						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WILLIAMSON COUNTY									
	FLORENCE ISD								
	246902001	FLORENCE H S							
		Four-Year Public University	14	5	0	2	3	4	0
		Two-Year Public Colleges	11	3	0	1	3	4	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	60						
		Total High School Graduates	91						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GEORGETOWN ISD								
	246904002	CHIP RICHARTE H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	5	1	2	0	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	34						
		Total High School Graduates	46						
	246904004	EAST VIEW H S							
		Four-Year Public University	81	10	10	15	19	26	1
		Two-Year Public Colleges	73	21	4	9	16	16	7
		Independent Colleges & Universities	14						
		Not Trackable	25						
		Not Found	214						
		Total High School Graduates	407						
	246904001	GEORGETOWN H S							
		Four-Year Public University	107	7	9	13	30	48	0
		Two-Year Public Colleges	92	25	10	9	31	13	4
		Independent Colleges & Universities	33						
		Not Trackable	14						
		Not Found	186						
		Total High School Graduates	432						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	GRANGER ISD								
	246905001	GRANGER SCHOOL							
		Four-Year Public University	4						
		Two-Year Public Colleges	3						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	20						
		Total High School Graduates	28						
	HUTTO ISD								
	246906001	HUTTO H S							
		Four-Year Public University	93	15	14	14	25	24	1
		Two-Year Public Colleges	96	38	16	11	18	11	2
		Independent Colleges & Universities	11						
		Not Trackable	40						
		Not Found	258						
		Total High School Graduates	498						
	JARRELL ISD								
	246907001	JARRELL H S							
		Four-Year Public University	20	4	3	2	4	7	0
		Two-Year Public Colleges	11	2	2	3	1	3	0
		Independent Colleges & Universities	6						
		Not Trackable	7						
		Not Found	73						
		Total High School Graduates	117						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LEANDER ISD								
	246913002	CEDAR PARK H S							
		Four-Year Public University	150	13	5	18	38	76	0
		Two-Year Public Colleges	126	30	11	20	21	41	3
		Independent Colleges & Universities	29						
		Not Trackable	21						
		Not Found	162						
		Total High School Graduates	488						
	246913006	GLENN H S							
		Four-Year Public University	78	18	11	15	19	14	1
		Two-Year Public Colleges	85	32	10	5	16	12	10
		Independent Colleges & Universities	12						
		Not Trackable	19						
		Not Found	182						
		Total High School Graduates	376						
	246913001	LEANDER H S							
		Four-Year Public University	107	13	10	21	25	38	0
		Two-Year Public Colleges	141	33	15	18	30	30	15
		Independent Colleges & Universities	10						
		Not Trackable	25						
		Not Found	203						
		Total High School Graduates	486						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	246913011	NEW HOPE H S							
		Four-Year Public University	2						
		Two-Year Public Colleges	20	5	3	1	4	4	3
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	68						
		Total High School Graduates	91						
	246913004	ROUSE H S							
		Four-Year Public University	116	16	10	14	30	45	1
		Two-Year Public Colleges	114	31	20	11	24	20	8
		Independent Colleges & Universities	10						
		Not Trackable	11						
		Not Found	158						
		Total High School Graduates	409						
	246913005	VANDEGRIFT H S							
		Four-Year Public University	228	18	12	20	48	130	0
		Two-Year Public Colleges	125	31	9	9	21	47	8
		Independent Colleges & Universities	33						
		Not Trackable	35						
		Not Found	248						
		Total High School Graduates	669						
	246913003	VISTA RIDGE H S							
		Four-Year Public University	186	14	15	22	37	98	0
		Two-Year Public Colleges	119	38	12	11	17	31	10
		Independent Colleges & Universities	21						
		Not Trackable	52						
		Not Found	158						
		Total High School Graduates	536						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LIBERTY HILL ISD								
	246908001	LIBERTY HILL H S							
		Four-Year Public University	87	9	8	5	27	38	0
		Two-Year Public Colleges	67	19	10	9	14	11	4
		Independent Colleges & Universities	12						
		Not Trackable	12						
		Not Found	132						
		Total High School Graduates	310						
	MERIDIAN WORLD SCHOOL LLC								
	246801001	MERIDIAN WORLD SCHOOL LLC							
		Four-Year Public University	23	1	1	2	3	16	0
		Two-Year Public Colleges	10	2	1	0	2	5	0
		Independent Colleges & Universities	6						
		Not Trackable	3						
		Not Found	23						
		Total High School Graduates	65						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	ROUND ROCK ISD								
	246909008	CEDAR RIDGE H S							
		Four-Year Public University	171	28	16	19	33	75	0
		Two-Year Public Colleges	134	29	15	21	27	37	5
		Independent Colleges & Universities	25						
		Not Trackable	35						
		Not Found	231						
		Total High School Graduates	596						
	246909004	MCNEIL H S							
		Four-Year Public University	219	29	20	33	35	99	3
		Two-Year Public Colleges	101	26	12	13	18	27	5
		Independent Colleges & Universities	23						
		Not Trackable	55						
		Not Found	173						
		Total High School Graduates	571						
	246909001	ROUND ROCK H S							
		Four-Year Public University	316	25	17	34	80	160	0
		Two-Year Public Colleges	143	35	13	21	28	42	4
		Independent Colleges & Universities	26						
		Not Trackable	56						
		Not Found	244						
		Total High School Graduates	785						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	246909015	RRISD EARLY COLLEGE H S							
		Four-Year Public University	28	4	3	3	2	14	2
		Two-Year Public Colleges	12	5	2	0	2	3	0
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	22						
		Total High School Graduates	67						
	246909007	STONY POINT H S							
		Four-Year Public University	124	13	19	21	25	44	2
		Two-Year Public Colleges	133	40	11	18	18	36	10
		Independent Colleges & Universities	9						
		Not Trackable	38						
		Not Found	246						
		Total High School Graduates	550						
	246909011	SUCCESS H S							
		Four-Year Public University	6	1	2	0	0	3	0
		Two-Year Public Colleges	39	12	7	3	4	6	7
		Independent Colleges & Universities	0						
		Not Trackable	23						
		Not Found	224						
		Total High School Graduates	292						
	246909003	WESTWOOD H S							
		Four-Year Public University	260	20	17	21	49	153	0
		Two-Year Public Colleges	112	27	15	9	21	37	3
		Independent Colleges & Universities	15						
		Not Trackable	81						
		Not Found	225						
		Total High School Graduates	693						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TAYLOR ISD								
	246911009	LEGACY EARLY COLLEGE H S							
		Four-Year Public University	25	7	3	3	8	4	0
		Two-Year Public Colleges	6	1	1	1	3	0	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	45						
	246911001	TAYLOR H S							
		Four-Year Public University	27	7	1	4	8	6	1
		Two-Year Public Colleges	38	17	2	4	5	4	6
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	99						
		Total High School Graduates	172						
	THRALL ISD								
	246912001	THRALL H S							
		Four-Year Public University	23	3	2	3	4	10	1
		Two-Year Public Colleges	13	4	1	3	3	1	1
		Independent Colleges & Universities	0						
		Not Trackable	5						
		Not Found	19						
		Total High School Graduates	60						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WILSON COUNTY									
	FLORESVILLE ISD								
	247901001	FLORESVILLE H S							
		Four-Year Public University	50	11	3	5	12	18	1
		Two-Year Public Colleges	51	9	6	10	10	13	3
		Independent Colleges & Universities	12						
		Not Trackable	11						
		Not Found	182						
		Total High School Graduates	306						
	LA VERNIA ISD								
	247903001	LA VERNIA H S							
		Four-Year Public University	70	14	8	10	16	22	0
		Two-Year Public Colleges	61	6	6	10	15	20	4
		Independent Colleges & Universities	13						
		Not Trackable	2						
		Not Found	120						
		Total High School Graduates	266						
	POTH ISD								
	247904001	POTH H S							
		Four-Year Public University	15	3	2	1	2	7	0
		Two-Year Public Colleges	8	0	0	3	2	3	0
		Independent Colleges & Universities	4						
		Not Trackable	0						
		Not Found	13						
		Total High School Graduates	40						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	STOCKDALE ISD								
	247906001	STOCKDALE H S							
		Four-Year Public University	8	3	2	3	0	0	0
		Two-Year Public Colleges	8	3	1	0	2	2	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	49						
WINKLER COUNTY									
	KERMIT ISD								
	248901001	KERMIT H S							
		Four-Year Public University	13	2	2	2	3	4	0
		Two-Year Public Colleges	13	3	4	2	2	2	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	53						
		Total High School Graduates	82						
	WINK-LOVING ISD								
	248902001	WINK H S							
		Four-Year Public University	8	4	1	0	2	1	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	29						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WISE COUNTY									
	ALVORD ISD								
	249901001	ALVORD H S							
		Four-Year Public University	8	1	1	2	1	3	0
		Two-Year Public Colleges	12	4	2	0	2	4	0
		Independent Colleges & Universities	3						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	47						
	BOYD ISD								
	249902001	BOYD H S							
		Four-Year Public University	18	4	3	1	4	5	1
		Two-Year Public Colleges	12	3	2	2	2	3	0
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	62						
		Total High School Graduates	100						
	BRIDGEPORT ISD								
	249903001	BRIDGEPORT H S							
		Four-Year Public University	28	4	2	4	3	15	0
		Two-Year Public Colleges	29	7	3	4	10	4	1
		Independent Colleges & Universities	4						
		Not Trackable	4						
		Not Found	88						
		Total High School Graduates	153						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CHICO ISD								
	249904001 CHICO H S								
		Four-Year Public University	4						
		Two-Year Public Colleges	8	1	1	3	0	3	0
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	18						
		Total High School Graduates	34						
	DECATUR ISD								
	249905001 DECATUR H S								
		Four-Year Public University	47	6	4	8	7	22	0
		Two-Year Public Colleges	40	11	4	6	8	10	1
		Independent Colleges & Universities	11						
		Not Trackable	12						
		Not Found	144						
		Total High School Graduates	254						
	PARADISE ISD								
	249906001 PARADISE H S								
		Four-Year Public University	28	6	4	4	5	9	0
		Two-Year Public Colleges	12	5	3	2	2	0	0
		Independent Colleges & Universities	5						
		Not Trackable	7						
		Not Found	42						
		Total High School Graduates	94						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
WOOD COUNTY									
	ALBA-GOLDEN ISD								
	250906001	ALBA-GOLDEN H S							
		Four-Year Public University	12	0	1	4	0	6	1
		Two-Year Public Colleges	8	1	2	2	0	2	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	41						
		Total High School Graduates	61						
	HAWKINS ISD								
	250902001	HAWKINS H S / MIDDLE							
		Four-Year Public University	8	2	2	1	0	3	0
		Two-Year Public Colleges	11	1	0	3	4	2	1
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	32						
		Total High School Graduates	54						
	MINEOLA ISD								
	250903001	MINEOLA H S							
		Four-Year Public University	19	2	1	3	6	7	0
		Two-Year Public Colleges	39	7	6	9	6	10	1
		Independent Colleges & Universities	2						
		Not Trackable	3						
		Not Found	54						
		Total High School Graduates	117						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	QUITMAN ISD								
	250904001	QUITMAN H S							
		Four-Year Public University	17	5	2	3	2	5	0
		Two-Year Public Colleges	21	4	4	2	5	6	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	37						
		Total High School Graduates	77						
	WINNSBORO ISD								
	250907001	WINNSBORO H S							
		Four-Year Public University	17	3	2	3	3	6	0
		Two-Year Public Colleges	22	4	3	3	6	4	2
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	52						
		Total High School Graduates	96						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
YOAKUM COUNTY									
	DENVER CITY ISD								
	251901001	DENVER CITY H S							
		Four-Year Public University	7	2	0	1	2	2	0
		Two-Year Public Colleges	31	10	3	6	7	4	1
		Independent Colleges & Universities	5						
		Not Trackable	17						
		Not Found	66						
		Total High School Graduates	126						
	PLAINS ISD								
	251902001	PLAINS H S							
		Four-Year Public University	6	1	0	0	2	3	0
		Two-Year Public Colleges	15	3	1	3	4	4	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	8						
		Total High School Graduates	31						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
YOUNG COUNTY									
	GRAHAM ISD								
	252901001	GRAHAM H S							
		Four-Year Public University	41	6	7	6	1	21	0
		Two-Year Public Colleges	28	14	1	2	4	7	0
		Independent Colleges & Universities	8						
		Not Trackable	4						
		Not Found	65						
		Total High School Graduates	146						
	OLNEY ISD								
	252903001	OLNEY H S							
		Four-Year Public University	10	3	1	2	4	0	0
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	14						
		Total High School Graduates	32						
ZAPATA COUNTY									
	ZAPATA COUNTY ISD								
	253901001	ZAPATA H S							
		Four-Year Public University	61	13	1	13	20	14	0
		Two-Year Public Colleges	38	11	7	5	10	3	2
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	104						
		Total High School Graduates	212						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
ZAVALA COUNTY									
	CRYSTAL CITY ISD								
	254901001	CRYSTAL CITY H S							
		Four-Year Public University	12	5	2	2	2	1	0
		Two-Year Public Colleges	39	11	4	6	10	8	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	56						
		Total High School Graduates	111						
	LA PRYOR ISD								
	254902001	LA PRYOR H S							
		Four-Year Public University	3						
		Two-Year Public Colleges	10	2	1	2	4	0	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	39						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

6-year Extended Longitudinal Rate

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

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

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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

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

Graduation Profile (2022-2023)

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

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

(Data source: PEIMS 40203)

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

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

$$\frac{\textbf{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of graduates in the 2021-22 school year}}$$

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

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

$$\frac{\textbf{number of graduates in the 2021–22 school year considered as at risk}}{\textbf{total number of graduates in the 2021-22 school year}}$$

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

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

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

College Readiness

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

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

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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

The percentages are calculated as follows:

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English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Any Subject.

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

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

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

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CCMR-related Indicators (2022–23)

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

English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2021-22 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2021-21 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

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English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

All Subjects.

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

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

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

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

$$\frac{\text{number of 2021-22 graduates reported}}{\text{number of 2021-22 graduates reported}}$$

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

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

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

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

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

Student Information (2022–23)

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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

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

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

(Data source: PEIMS 40100)

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

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

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

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

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

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

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

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

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

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

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix A

Advanced Academic Courses

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

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH 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

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

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

Technology Applications

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

Fine Arts

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

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

Science

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

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

Social Studies/History

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

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

Foreign Language

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

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

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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

TEACHERS

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

EDUCATIONAL AIDES

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

AUXILIARY STAFF

Employment record, but no responsibility records.

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

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

Portada

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

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

Desempeño

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

Otra información importante:

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

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

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

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

Desempeño en el examen STAAR (2022-2023)

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

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

STAAR:

Grado 3: Lectura y Matemáticas

Grado 4: Lectura y Matemáticas

Grado 5: Lectura, Matemáticas y Ciencias

Grado 6: Lectura y Matemáticas

Grado 7: Lectura y Matemáticas

Grado 8: Lectura, Matemáticas, Ciencias y Estudios Sociales

Evaluaciones de fin de curso (EOC):

Inglés I

Inglés II

Álgebra I

Biología

Historia de los Estados Unidos

Evaluados acelerados:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Educación bilingüe/ESL

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

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

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

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

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

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

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

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

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

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

Participación en el examen STAAR (2022-2023)

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

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

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

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

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

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

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

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

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

La asistencia se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de días que los estudiantes de los grados 1 a 12 estuvieron presentes durante el año escolar 2021-2022}}{\textbf{Cantidad total de días que los estudiantes de los grados 1 a 12 hicieron parte de la membresía durante el año escolar 2021-2022}}$$

(Fuente de datos: PEIMS 42400)

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

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

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

(Fuente de datos: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Información adicional sobre cohortes:

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

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

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

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

Tasa longitudinal de 4 años

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

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

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

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

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

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

Cantidad de estudiantes en la cohorte de 2022*

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

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

Cantidad de estudiantes en la cohorte de 2022*

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

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

Cantidad de estudiantes en la cohorte de 2022*

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

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2022*

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

Tarifa longitudinal extendida de 5 años

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

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

Cantidad de estudiantes en la cohorte de 2021*

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

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

Cantidad de estudiantes en la cohorte de 2021*

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

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

Cantidad de estudiantes en la cohorte de 2021*

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

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

Cantidad de estudiantes en la cohorte de 2021*

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

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

Cantidad de estudiantes en la cohorte de 2021*

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

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2021*

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

Tarifa longitudinal extendida de 6 años

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

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

Cantidad de estudiantes en la cohorte de 2020*

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

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

Cantidad de estudiantes en la cohorte de 2020*

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

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

Cantidad de estudiantes en la cohorte de 2020*

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

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

Cantidad de estudiantes en la cohorte de 2020*

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

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

Cantidad de estudiantes en la cohorte de 2020*

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

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2022
más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2022-2023

Cantidad de estudiantes en la cohorte de 2020*

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

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

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

Información adicional sobre las tasas federales de graduación

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

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

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

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

Cantidad de estudiantes en la cohorte de 2022**

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

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

Cantidad de estudiantes en la cohorte de 2021**

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

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

Cantidad de estudiantes en la cohorte de 2020**

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

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

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

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

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

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

$$\frac{\textbf{Cantidad de graduados en la promoción de 2022 que finalizan un RHSP o DAP de 4 años}}{\textbf{Cantidad de graduados de la promoción de 2022 con planes de graduación notificados (excluye graduados con planes de graduación del FHSP)}}$$

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

$$\frac{\textbf{Cantidad de graduados en la promoción de 2022 que finalizan un FHSP-E de 4 años}}{\textbf{Cantidad de graduados de la promoción de 2022 con planes de graduación FHSP notificados}}$$

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

$$\frac{\textbf{Cantidad de graduados en la promoción de 2022 que finalizan un FHSP-DLA de 4 años}}{\textbf{Cantidad de graduados de la promoción de 2022 con planes de graduación FHSP notificados}}$$

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

$$\frac{\textbf{Cantidad de graduados en la promoción de 2022 que finalizan un RHSP, DAP, FHSP-E o FHSP-DLA de 4 años}}{\textbf{Cantidad de graduados de la promoción de 2022 con planes de graduación notificados}}$$

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

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

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

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

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

Cantidad de graduados en el año escolar 2021-2022 que obtienen un FHSP-E

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados del FHSP

Graduados bajo FHSP-DLA (tasa anual, 2021-2022): el porcentaje de graduados que cumplieron con los requisitos de cursos para el programa básico de escuela preparatoria en el nivel de desempeño destacado.

Cantidad de graduados en el año escolar 2021-2022 que obtienen un FHSP-DLA

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados del FHSP

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

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

Cantidad de graduados en el año escolar 2021-2022 con planes de graduación notificados

Los graduados bajo RHSP tienen códigos de tipo de graduación 19, 22, 25, 28 o 31. Los graduados bajo DAP tienen códigos de tipo de graduación 20, 23, 26, 29 o 32. Los graduados bajo FHSP son estudiantes con códigos de tipo de graduación 34, 35, 54, 55, 56 o 57. Los graduados bajo FHSP con código de tipo 35 son elegibles para recibir acreditaciones a partir de la promoción de 2020. Consulte los estándares de datos educativos de Texas para obtener más información. *(Fuente de datos: PEIMS 40203)*

Para obtener información adicional sobre los programas de graduación, consulte https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

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

Perfil de graduación (2022-2023)

Graduados anuales: el recuento y porcentaje de estudiantes que se gradúan en algún momento durante el año escolar. Incluye a graduados de verano y los distritos lo notifican en el otoño del siguiente año escolar. Incluye a todos los estudiantes de grado 12 que se graduaron, así como a los graduados de otros grados. Los estudiantes que recibieron educación especial y que se gradúan se incluyen en los totales. También se muestran los recuentos de estudiantes que se graduaron bajo los siguientes tipos de graduación en 2021-2022:

- Programa mínimo de escuela preparatoria (MHSP)
- Programa recomendado de escuela preparatoria (RHSP)
- Programa de desempeño destacado (DAP)
- Programa básico de escuela preparatoria (FHSP)

(Fuente de datos: PEIMS 40203)

Educación especial: el recuento y porcentaje de graduados atendidos por programas de educación especial. *(Fuente de datos: PEIMS 41163)*

Económicamente desfavorecidos: el recuento y porcentaje de graduados elegibles para obtener almuerzos gratuitos o a precio reducido o elegibles para recibir otro tipo de asistencia pública *(fuente de datos: PEIMS 40100 y STAAR).*

Cantidad de graduados en el año escolar 2021-2022 elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública

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Cantidad total de graduados en el año escolar 2021-2022

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de graduados cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos “bilingüe emergente”, “aprendiz de inglés” y “dominio limitado del inglés” (LEP) se usan de manera indistinta. *(Fuente de datos: PEIMS 40110)*

En riesgo: El recuento y el porcentaje de graduados identificados como en riesgo de abandonar la escuela, tal y como se define en las secciones (§§) 29.081(d) y (d-1) del Código de Educación de Texas (TEC) *(fuente de datos: PEIMS 40100).*

Cantidad de graduados en el año escolar 2021-2022 considerados en riesgo

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Cantidad total de graduados en el año escolar 2021-2022

Finalizadores de CTE: el recuento y porcentaje de graduados que finalizaron y aprobaron tres o más cursos de educación profesional y técnica (CTE) para un total de cuatro o más créditos dentro de un programa de estudios, incluyendo un curso de nivel tres o cuatro dentro del mismo programa de estudios *(fuente de datos: registros de finalización de cursos de PEIMS).*

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

Preparación universitaria, profesional o militar* (CCMR) (2022-2023)

Los graduados anuales demuestran preparación universitaria, profesional o militar de cualquiera de las siguientes maneras:

Preparación universitaria

1) **Criterios del Programa Iniciativa de Éxito de Texas (TSI):** cumplimiento con los criterios del Programa Iniciativa de Éxito de Texas (TSI) en Razonamiento mediante Lengua y Literatura (RLA) y Matemáticas. Un estudiante que cumpla con los estándares de preparación universitaria de TSI tanto en RLA como en Matemáticas. En términos concretos, cumplimiento de los criterios de preparación universitaria en las evaluaciones TSIA1 y/o TSIA2, SAT, ACT, o bien finalización satisfactoria y obtención de créditos para un curso de preparación universitaria, tal y como se define en las secciones (§§) 28.014 y 51.338 del Código de Educación de Texas (TEC), tanto en RLA como en Matemáticas. Los criterios para una finalización satisfactoria de un curso de preparación universitaria deben estar en consonancia entre una agencia educativa local (LEA) y la(s) institución(es) de educación superior [IHE] asociada(s). De conformidad con la sección (§) 51.338(e) del TEC, al finalizar de manera satisfactoria un curso de preparación universitaria, los estudiantes obtienen una exención de TSI de la(s) IHE asociada(s) en esa área de contenido. Solo se debe notificar que los estudiantes han finalizado satisfactoriamente un curso si han cumplido con los requisitos de exención de TSI. Los resultados de las evaluaciones considerados incluyen evaluaciones TSIA1 y/o TSIA2 hasta octubre de 2022, resultados de SAT y ACT hasta la administración de julio de 2022 y datos de finalización de cursos a través de TSDS PEIMS. Consulte el apéndice H para obtener información adicional. Un estudiante debe cumplir con los requisitos de TSI tanto para RLA como para Matemáticas, pero no necesariamente debe hacerlo en la misma evaluación. Por ejemplo, un estudiante puede cumplir con los criterios de TSI para preparación universitaria en RLA en el SAT y finalizar y obtener créditos por un curso de preparación universitaria en Matemáticas *(fuente de datos: PEIMS 43415, THECB, College Board y ACT, Inc.).*

2) **Obtención de créditos de curso doble:** un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en Inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

3) **Cumplimiento con los criterios de un examen de colocación avanzada (AP) o Bachillerato Internacional (IB):** Un graduado que cumpla con la puntuación del criterio en un examen AP o IB en cualquier área temática. La puntuación del criterio es 3 o más para AP y 4 o más para IB *(fuente de datos: College Board o IB)*.

4) **Obtención de un título de asociado:** un graduado que obtenga un título de asociado antes del 31 de agosto inmediatamente después de la graduación de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

5) **Obtención de créditos de cursos de OnRamps:** un graduado que finalice un curso de inscripción doble de OnRamps y califique para al menos tres horas de crédito universitario en cualquier área temática *(fuente de datos: Programa OnRamps).*

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Preparación profesional o militar

6) **Obtención de una certificación sectorial (IBC):** un graduado que obtenga una IBC, de conformidad con la sección 74.1003 del título 19 del Código Administrativo de Texas (19 TAC, §74.1003). Consulte el apéndice J para obtener una lista completa de las IBC aprobadas. El límite de caducidad de IBC aplicado dentro de los ámbitos "Rendimiento estudiantil", "Progreso escolar, parte B: desempeño relativo" no se aplica en el ámbito "Superación de deficiencias" (*Closing the Gaps*). *(Fuente de datos: PEIMS 40100)*

7) **Graduado con un IEP finalizado y preparación para la fuerza laboral:** un graduado que recibe un código de tipo de graduación 04, 05, 54 o 55, que indica que el estudiante ha finalizado su IEP y ha demostrado autoempleo con habilidades de autoayuda para conservar un empleo, o bien ha demostrado dominio de empleabilidad y habilidades de autoayuda específicas que no requieran servicios de escuelas públicas. *(Fuente de datos: PEIMS 40203)*

8) **Graduados bajo un plan de estudios de grado avanzados e identificados como estudiantes actuales de educación especial:** un graduado que se identifica como receptor de servicios de educación especial durante el año de graduación y cuyo tipo de plan de graduación se identifica como plan recomendado de escuela preparatoria (RHSP), plan de desempeño destacado (DAP), plan básico de escuela preparatoria con una acreditación (FHSP-E), o plan básico de escuela preparatoria con nivel de desempeño destacado (FHSP-DLA) *(fuente de datos: PEIMS 40203 y 40110).*

9) **Graduado con certificado de nivel I o de nivel II:** un graduado que obtenga un certificado de nivel I o de nivel II en cualquier área de educación laboral *(fuente de datos: THECB)*.

10) ***Alistamiento en las Fuerzas Armadas:** un graduado que se alista en el Ejército, la Armada, la Fuerza Aérea, la Guardia Costera, la Infantería de Marina de los Estados Unidos o en la Guardia Nacional de Texas *(fuente de datos: PEIMS 40203).*

**Debido a discrepancias entre los recuentos anuales de alistamiento de reclutas militares de Texas de 17 a 19 años de edad, publicados por el Departamento de Defensa de los Estados Unidos y los datos de alistamiento militar de PEIMS para los graduados anuales de 2017 y 2018, los datos de alistamiento militar se excluyen de los cálculos de rendición de cuentas hasta que se puedan obtener dichos datos directamente de las Fuerzas Armadas de los Estados Unidos. Los datos de alistamiento notificados en PEIMS para los graduados anuales de 2021 y 2022 se incluyen para los indicadores que muestran la preparación militar.*

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

Graduados con preparación universitaria, profesional o militar

Preparación universitaria, profesional o militar (rendimiento estudiantil): El porcentaje de graduados anuales que demostraron preparación universitaria, profesional o militar al cumplir con al menos uno de los nueve criterios descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación universitaria: el porcentaje de graduados anuales que demostraron solo preparación universitaria al cumplir con los criterios de preparación universitaria 1, 2, 3, 4 o 5, pero no satisficieron ninguno de los criterios de preparación profesional y militar 6, 7, 8 o 9 descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación profesional o militar: el porcentaje de graduados anuales que demostraron solo preparación profesional o militar al cumplir con los criterios 6, 7, 8 o 9 de preparación profesional o militar, pero no satisficieron ninguno de los criterios 1, 2, 3, 4 y 5 de preparación universitaria descritos en *Preparación universitaria, profesional o militar.*

Graduados con preparación universitaria

Preparación universitaria: el porcentaje de graduados anuales que demostraron preparación universitaria al cumplir con los criterios 1, 2, 3, 4 o 5 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye graduados que pueden haber satisfecho los criterios 6, 7, 8 o 9 de preparación profesional o militar *(fuente de datos: PEIMS 43415, THECB, College Board, ACT, IB y PEIMS 49010).*

Graduados con criterios de TSI: el porcentaje de graduados anuales que cumplieron o superaron los criterios de preparación universitaria en la evaluación del Programa Iniciativa de Éxito de Texas (TSIA1 y/o TSIA2), SAT o ACT, o bien al finalizar de manera satisfactoria y obtener créditos de un curso de preparación universitaria, tales y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC), tanto en ELA como en Matemáticas. Los criterios para cada uno son los siguientes:

Criterios de TSI						
TSIA1 y/o TSIA2		**SAT**		**ACT**		**Curso de preparación universitaria**
≥ Criterios de ELAR mostrados más adelante	**o**	≥ 480 en la Lectura y Escritura de Base Empírica (EBRW)	**o**	≥ 19 en Inglés **y** ≥ 23 en Composición	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de ELA
≥ Criterios de Matemáticas que se muestran a continuación	**o**	≥ 530 en Matemáticas	**o**	≥ 19 en Matemáticas **y** ≥ 23 en Composición	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de Matemáticas

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Materia	Versión de la evaluación	Requisitos de puntuación para CCMR				
Lectura, Lengua y Literatura en Inglés (ELAR)	TSIA1	Puntuación ≥ 351 en Lectura				
	TSIA2	Puntuación ≥ 945 en la Clasificación de Preparación Universitaria (CRC) de ELAR	Y		Puntuación ≥ 5 en el ensayo	
		o				
		Puntuación < 945 en CRC de ELAR	Y	Puntuación ≥ 5 en el diagnóstico	Y	Puntuación ≥ 5 en el ensayo
	Combinación	Puntuación ≥ 945 en CRC de ELAR respecto al examen TSIA2	Y		Puntuación ≥ 5 en el ensayo del examen TSIA1	
		o				
		Puntuación < 945 en CRC de ELAR respecto al examen TSIA2	Y	Puntuación ≥ 5 en el diagnóstico respecto al examen TSIA2	Y	Puntuación ≥ 5 en el ensayo del examen TSIA1
Matemáticas	TSIA1	Puntuación ≥ 350 en Matemáticas				
	TSIA2	Puntaje ≥ 950 en CRC de Matemáticas				
		o				
		Puntaje < 950 en CRC de Matemáticas	Y	Puntuación = 6 en el diagnóstico		

Los porcentajes se calculan de la siguiente manera:

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA

Cantidad de graduados anuales de 2021-2022

Matemáticas

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

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en Matemáticas

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2021-2022

Cualquier materia

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 y/o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA o en Matemáticas

Cantidad de graduados anuales de 2021-2022

Criterios de AP/IB cumplidos en cualquier materia: el porcentaje de graduados anuales que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB. *(fuente de datos: College Board e IB)*.

Cantidad de graduados anuales de 2021-2022 que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB

Cantidad de graduados anuales de 2021-2022

Título de asociado: el porcentaje de graduados anuales que obtuvieron un título de asociado antes del 31 de agosto, inmediatamente después de graduarse de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

Cantidad de graduados anuales de 2021-2022 que obtuvieron un título de asociado antes del 31 de agosto, inmediatamente después de graduarse de escuela preparatoria.

Cantidad de graduados anuales de 2021-2022

Créditos de curso doble: un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en Inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron créditos por nueve o más horas de crédito doble en cualquier materia o tres o más horas en ELA o Matemáticas

Cantidad de graduados anuales de 2021-2022

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Créditos de cursos de OnRamps: el porcentaje de graduados anuales que finalizaron un curso de inscripción doble de OnRamps y calificaron para al menos tres horas de crédito universitario en cualquier área temática *(fuente de datos: Programa OnRamps)*.

$$\frac{\text{Cantidad de graduados anuales de 2021-2022 que finalizaron un curso de OnRamps y calificaron para tres horas de crédito universitario antes de graduarse}}{\text{Cantidad de graduados anuales de 2021-2022}}$$

Graduados con preparación profesional o militar:

Graduados con preparación profesional o militar: el porcentaje de graduados anuales que demostraron preparación profesional o militar al cumplir con los criterios 6, 7, 8 o 9 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye a los graduados que pueden haber satisfecho los criterios 1, 2, 3, 4 o 5 de preparación universitaria.

Certificación sectorial aprobada: el porcentaje de graduados anuales que obtuvieron una certificación sectorial aprobada. Para obtener información adicional, consulte el capítulo 2 de 2023 Accountability Manual [Manual de rendición de cuentas del año 2023]. *(Fuente de datos: PEIMS 48011)*

$$\frac{\text{Cantidad de graduados anuales de 2021-2022 que obtuvieron una certificación sectorial aprobada}}{\text{Cantidad de graduados anuales de 2021-2022}}$$

Graduados con certificado de nivel I o de nivel II: el porcentaje de graduados anuales que obtuvieron un certificado de nivel I o nivel II *(fuente de datos: THECB)*.

$$\frac{\text{Cantidad de graduados anuales de 2021-2022 que obtuvieron un certificado de nivel I o nivel II}}{\text{Cantidad de graduados anuales de 2021-2022}}$$

Graduados con un IEP finalizado y preparación para la fuerza laboral: el porcentaje de graduados anuales que recibieron un código de tipo de graduación 04, 05, 54 o 55. Para obtener información adicional, consulte el capítulo 2 de 2023 Accountability Manual [Manual de rendición de cuentas del año 2023]. *(Fuente de datos: PEIMS 40203)*

$$\frac{\text{Cantidad de graduados anuales de 2021-2022 que recibieron un código de tipo de graduación 04, 05, 54 o 55}}{\text{Cantidad de graduados anuales de 2021-2022}}$$

Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial: el porcentaje de graduados anuales bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial *(fuente de datos: PEIMS 40203 y 42401).*

$$\frac{\text{Cantidad de graduados anuales de 2021-2022 que se graduaron bajo un plan de diplomatura avanzada y fueron identificados como estudiantes actuales de educación especial}}{\text{Cantidad de graduados anuales de 2021-2022}}$$

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Indicadores relacionados con CCMR (2022-2023)

Resultados del examen TSIA (graduados ≥ criterio; graduados anuales): el porcentaje de graduados anuales que cumplieron con los criterios de TSI en los exámenes TSIA1 y/o TSIA2 *(fuente de datos: THECB y PEIMS 40203).*

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 en ELA

Cantidad de graduados anuales de 2021-2022

Matemáticas

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 en Matemáticas

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 y/o TSIA2 tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2021-2022

Crédito finalizado y recibido por cursos de preparación universitaria (graduados anuales): el porcentaje de graduados anuales que finalizaron y obtuvieron crédito por un curso de preparación universitaria, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC), ya sea en ELA, Matemáticas o ambos. *(Fuente de datos: PEIMS 43415)*

Lengua y Literatura en Inglés

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en ELA, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

Matemáticas

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en Matemáticas, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

Ambas materias

Cantidad de graduados anuales de 2021-2022 que finalizaron y obtuvieron crédito por un curso de preparación universitaria tanto en ELA como en Matemáticas, tal y como se define en la sección (§) 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2021-2022

Resultados de AP/IB (participación; grados 11 y 12): el porcentaje de estudiantes en los grados 11 y 12 que tomaron los exámenes de colocación avanzada (AP) de College Board o los exámenes de Bachillerato Internacional (IB). *(fuente de datos: College Board e IB)*.

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Todas las materias

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB

Total de estudiantes inscritos en los grados 11 y 12

Lengua y Literatura en Inglés

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en ELA

Total de estudiantes inscritos en los grados 11 y 12

Matemáticas

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Matemáticas

Total de estudiantes inscritos en los grados 11 y 12

Ciencias

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Ciencias

Total de estudiantes inscritos en los grados 11 y 12

Estudios Sociales

Cantidad de estudiantes en los grados 11 y 12 en el año escolar 2021-2022 que tomaron al menos un examen AP o IB en Estudios Sociales

Total de estudiantes inscritos en los grados 11 y 12

(Fuente de datos: College Board, IB y PEIMS 40110)

Resultados de AP/IB (examinados ≥ criterio; grados 11 y 12): el porcentaje de estudiantes con al menos un examen de AP o de IB en los grados 11 y 12 igual o superior a la puntuación del criterio. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB

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Lengua y Literatura en Inglés

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en ELA

Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en ELA

Matemáticas

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio in Matemáticas

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Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Matemáticas

Ciencias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en Ciencias

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Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Ciencias

Estudios Sociales

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio en Estudios Sociales

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Cantidad de estudiantes de 11.º y 12.º grado con al menos un examen AP o IB en Estudios Sociales

(Fuente de datos: The College Board, The International Baccalaureate Organization y PEIMS 40110)

Resultados de AP/IB (estudiantes de 11.º y 12.º grado ≥ criterio): el porcentaje de estudiantes inscritos en los grados 11 y 12 con al menos una puntuación AP o IB igual o superior a la puntuación del criterio. Este denominador incluye a los estudiantes inscritos en los grados 11 y 12 que no tomaron los exámenes de AP o de IB. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes de 11.º y 12.º grado en el año escolar 2021-2022 con al menos una puntuación AP o IB igual o superior al criterio

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Total de estudiantes matriculados en 11.º y 12.º grado

Resultados de SAT/ACT (graduados anuales): participación y desempeño de los graduados anuales de todas las escuelas públicas de Texas en las evaluaciones SAT de College Board y ACT de Total, ACT, Inc. Las puntuaciones de ACT y SAT se basan en las puntuaciones de sección más altas de cada estudiante en todos los exámenes realizados. La puntuación total de SAT y la puntuación combinada de ACT se calculan mediante las puntuaciones de sección más altas.

(1) *Evaluado:* el porcentaje de graduados que tomaron cualquiera de las evaluaciones de admisión a la universidad:

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$$\frac{\text{Cantidad de graduados de 2021-2022 que tomaron el examen SAT o el examen ACT}}{\text{Cantidad de graduados de 2021-2022 notificados}}$$

(2) *Criterio igual o superior para todos los graduados:* el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 480 en la sección Lectura y Escritura de Base Empírica del examen SAT *o* 19 en la sección Inglés del examen ACT y 23 en la puntuación combinada del examen ACT *y* 530 en la sección Matemáticas del SAT *o* 19 en la sección Matemáticas del examen ACT y 23 en la puntuación combinada del examen ACT:

$$\frac{\text{cantidad de examinados graduados de 2021-2022 que obtuvieron una puntuación igual o superior a la puntuación del criterio en los exámenes SAT o ACT}}{\text{Cantidad de graduados de 2021-2022 notificados}}$$

Puntuación promedio del examen SAT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación SAT del College Board. Si un estudiante toma el examen SAT más de una vez, se selecciona el mejor resultado por materia y el total del SAT se calcula como la suma de las puntuaciones más altas de las secciones.

(1) *Todas las materias:* La puntuación promedio combinada de las secciones Lectura y Escritura de Base Empírica y Matemáticas del examen SAT. La puntuación máxima es 1600.

$$\frac{\text{Suma de las puntuaciones totales del examen SAT (Matemáticas + Lectura y Escritura de Base Empírica) de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen SAT}}$$

(2) *Escritura y Lengua y Literatura en Inglés:* La puntuación promedio de la sección Lectura y Escritura de Base Empírica del examen SAT. La puntuación máxima es 800.

$$\frac{\text{Suma de las puntuaciones del examen SAT (Lectura y Escritura de Base Empírica) de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen SAT}}$$

(3) *Matemáticas:* la puntuación promedio de la sección Matemáticas del examen SAT. La puntuación máxima es 800.

$$\frac{\text{Suma de las puntuaciones de la sección Matemáticas del examen SAT de todos los graduados de 2021-2022 que tomaron el examen SAT}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen SAT}}$$

(Fuente de datos: College Board y PEIMS 40203)

Puntuación promedio del examen ACT (graduados anuales): Desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación ACT de ACT, Inc. Si un estudiante toma el examen ACT más de una vez, se selecciona el mejor resultado por materia y las puntuaciones combinados del examen ACT se calculan como el promedio de las puntuaciones más altas de las secciones.

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(1) *Todas las materias:* la puntuación promedio para la puntuación combinada del examen ACT. La puntuación máxima es 36.

$$\frac{\text{ıma de las puntuaciones combinadas del examen ACT de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen ACT}}$$

(2) *Lengua y Literatura en Inglés:* la puntuación promedio para las secciones combinadas de Inglés y Lectura del examen ACT. La puntuación máxima es 36.

$$\frac{\text{na de las puntuaciones combinadas del examen ACT (Inglés + Lectura) de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen ACT}}$$

(3) *Matemáticas:* la puntuación promedio para la sección Matemáticas del examen ACT. La puntuación máxima es 36.

$$\frac{\text{na de las puntuaciones del examen ACT (Matemáticas) de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen ACT}}$$

(4) *Ciencias:* la puntuación promedio para la sección Ciencias del examen ACT. La puntuación máxima es 36.

$$\frac{\text{ıma de las puntuaciones del examen ACT (Ciencias) de todos los graduados de 2021-2022 que tomaron dicho examen}}{\text{Cantidad de graduados de 2021-2022 que tomaron el examen ACT}}$$

Otros indicadores de educación postsecundaria (2022-2023)

Finalización de cursos avanzados y de crédito doble (grados 9 a 12): el porcentaje de estudiantes que finalizaron y recibieron crédito por al menos un curso avanzado o de crédito doble. Las decisiones sobre la concesión de créditos de escuela preparatoria para cursos universitarios se describen en la sección (§) 74.25 del Código Administrativo de Texas.

El apéndice A indica todos los cursos identificados como cursos avanzados. Los cursos por los que un estudiante puede obtener crédito doble no figuran en la lista porque varían de un campus a otro.

Los distritos notifican la información sobre la finalización de cursos a través del PEIMS después del cierre del año escolar. Por ejemplo, los valores, expresados como porcentajes para los grados 9 a 12, se calculan de la siguiente manera *(fuente de datos: PEIMS 43415)*:

Cualquier materia

$$\frac{\text{Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble}}{\text{Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso en 2021-2022}}$$

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Lengua y Literatura en Inglés

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de ELA

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de ELA en 2021-2022

Matemáticas

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de Matemáticas

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Matemáticas en 2021-2022

Ciencias

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso avanzado o de crédito doble de Ciencias

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Ciencias en 2021-2022

Estudios Sociales

Cantidad de estudiantes en los grados 9 a 12 en 2021-2022 que recibieron crédito por al menos un curso de estudios sociales avanzado o de crédito doble

Cantidad de estudiantes en los grados 9 a 12 que recibieron crédito por al menos un curso de Estudios Sociales en 2021-2022

(Fuente de datos: PEIMS 43415)

Graduados inscritos en una institución de educación superior de Texas (TX IHE): el porcentaje de estudiantes que se inscribieron y comenzaron a recibir enseñanza en una institución de educación superior en Texas durante el año escolar posterior a la graduación de escuela preparatoria.

Cantidad de graduados durante el año escolar 2020-2021 que asistieron a un centro universitario o universidad públicos o independientes en Texas en el siguiente año académico

Cantidad de graduados durante el año escolar 2020-2021

No se incluyen estudiantes inscritos en centros universitarios o universidades fuera del estado o en cualquier escuela politécnica privada. Se incluyen estudiantes que asisten a colegios universitarios públicos en Texas.
(fuente de datos: THECB).

Informes adicionales que muestran a estudiantes inscritos en centros universitarios y universidades públicos de Texas están disponibles en el sitio del Consejo Coordinador de Educación Superior de Texas (THECB) en http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

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Para obtener más información sobre los datos utilizados en este indicador, comuníquese con el Consejo Coordinador de Educación Superior de Texas al (512) 427-6153. *(fuente de datos: THECB)*.

Información estudiantil (2022-2023)

Tenga en cuenta que la sección "Inscripción" de este informe se agregó a partir de 2019-2020. Las definiciones a continuación describen los matices entre membresía e inscripción. Si compara los datos que se muestran en el informe de este año con los informes anteriores a 2020-2021, utilice los datos que se muestran en la sección "Membresía".

Inscripción: estudiantes notificados como inscritos al último viernes de octubre (28 de octubre de 2022).

Membresía: la membresía se diferencia de la inscripción, ya que no incluye a aquellos estudiantes que reciben servicios durante menos de dos horas al día. Un estudiante hace parte de la membresía si está inscrito y…

- se le programa para asistir al menos dos horas de enseñanza cada jornada escolar, o
- participa en un programa alternativo de recuento de asistencia.

Por ejemplo, el recuento de *total de estudiantes* excluye a estudiantes que asisten a una escuela privada, pero reciben algunos servicios de su distrito escolar local, tales como terapia del habla (menos de dos horas por día).

Total de estudiantes: la cantidad total de estudiantes de escuelas públicas que se notificaron en cualquier grado, desde educación en la primera infancia hasta el grado 12. *(Fuente de datos: PEIMS 40110)*

Estudiantes por grado: el recuento de estudiantes en cada grado dividido por el número total de estudiantes. *(Fuente de datos: PEIMS 40110)*

Distribución étnica: la cantidad y el porcentaje de estudiantes que se identifican como pertenecientes a uno de los siguientes grupos: afroamericano, hispano, blanco, indio americano, asiático, isleño del Pacífico y dos o más razas *(fuente de datos: PEIMS 40100, 30040, 30050, 30090).*

Masculino/Femenino: la cantidad y porcentaje de estudiantes que se identifican como hombres o mujeres *(Fuente de datos: PEIMS 40100)*

Económicamente desfavorecidos: el recuento y porcentaje de estudiantes elegibles para obtener almuerzos gratuitos o a precio reducido o elegibles para recibir otro tipo de asistencia pública.

$$\frac{\textbf{cantidad de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública}}{\textbf{Cantidad total de estudiantes}}$$

(Fuente de datos: PEIMS 40100 y División de Evaluación Estudiantil de la TEA)

Estudiantes sin desventajas educativas: aquellos estudiantes que no son elegibles para participar en almuerzos gratuitos o a precio reducido o para recibir cualquier otro tipo de asistencia pública. Este es el recuento y porcentaje complementarios a estudiantes económicamente desfavorecidos.

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Estudiantes de la Sección 504: el recuento y porcentaje de estudiantes identificados que reciben servicios de la Sección 504. *(Fuente de datos: PEIMS 40110)*

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos "aprendiz de inglés" (EL) y "bilingüe emergente" (EB) se usan de manera indistinta.

El porcentaje de EB/EL se calcula dividiendo la cantidad de EB/EL por la cantidad total de estudiantes en el distrito o campus. No todos los estudiantes identificados como EB/EL reciben enseñanza bilingüe o de inglés como segundo idioma *(fuente de datos: archivo TELPAS).*

Estudiantes con colocaciones disciplinarias: el recuento y porcentaje de estudiantes colocados en programas de educación alternativa en virtud del capítulo 37 de Código de Educación de Texas ("Disciplina; ley y orden"). Los distritos notifican las medidas disciplinarias tomadas hacia los estudiantes que son retirados del salón de clases durante al menos un día. Aunque los estudiantes pueden tener varias expulsiones a lo largo del año, esta medida cuenta a los estudiantes solo una vez e incluye únicamente aquellos cuya expulsión da lugar a una colocación en un programa disciplinario de educación alternativa o un programa de educación alternativa de justicia juvenil. Se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad de estudiantes con una o más colocaciones disciplinarias}}{\textbf{Cantidad de estudiantes que asistieron en cualquier momento durante el año escolar}}$$

Para 2022-2023, los siguientes 19 códigos de medidas disciplinarias se incluyen como colocaciones disciplinarias: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente de datos: PEIMS 44425)*

Estudiantes con dislexia: el recuento y porcentaje de estudiantes identificados con dislexia. *(Fuente de datos: PEIMS 40100)*

Acogimiento familiar: el recuento y porcentaje de estudiantes identificados como bajo tutela del Departamento de Servicios Familiares y de Protección (DFPS). *(Fuente de datos: PEIMS 40100)*

Sin hogar: el recuento y porcentaje de estudiantes que cumplen con los criterios definidos por la sección 11434(a) del título 42 del Código de los Estados Unidos (USC); el término "niños y jóvenes sin hogar" ser refiere a lo siguiente:

(A) personas que carecen de una residencia nocturna fija, regular y adecuada [dentro del significado de la sección 11302(a)(1)]; e

(B) incluye lo siguiente:

(i) niños y jóvenes que comparten la vivienda de otras personas debido a la pérdida de vivienda, dificultades económicas o una razón similar; viven en moteles, hoteles, parques de remolques o terrenos para acampar debido a la falta de alojamiento alternativo y adecuado; viven en refugios de emergencia o de transición;

(ii) niños y jóvenes que tienen una residencia nocturna principal y que es un lugar público o privado no diseñado ni utilizado normalmente como alojamiento habitual para dormir para seres humanos [dentro del significado de la sección 11302(a)(2)(C)];

(iii) niños y jóvenes que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas de calidad inferior, estaciones de autobús o tren, o entornos similares; y

(iv) niños migrantes (como se define dicho término en la sección 6399 del título 20) que califican como personas sin hogar a los efectos de este subtítulo porque los niños viven en las circunstancias descritas en las cláusulas (i) a (iii).

(Fuente de datos: PEIMS 40100)

Inmigrante: el recuento y porcentaje de estudiantes identificados según la definición que se encuentra en el título III de la Ley para que Ningún Niño de Quede Atrás de 2001 (NCLB), donde el término 'niños y jóvenes inmigrantes' se define como "individuos que tienen entre 3 y 21 años de edad, no nacieron en ningún estado y no han asistido a una o más escuelas en uno o más estados durante más de 3 años académicos completos". El término 'estado' significa cada uno de los 50 estados, el Distrito de Columbia y el Estado Libre Asociado de Puerto Rico. *(Fuente de datos: PEIMS 40100)*

Migrante: el recuento y porcentaje de estudiantes que cumplen con los siguientes criterios: el estudiante (de 3 a 21 años de edad), o bien el (la) padre (madre), cónyuge o tutor del estudiante es un trabajador agrícola migrante, incluyendo un trabajador lechero migrante o un pescador migrante, y que, en los 36 meses anteriores, para obtener, o acompañar a dicho(a) padre (madre), cónyuge o tutor para obtener empleo temporal o estacional en trabajos agrícolas o pesqueros: 1) se ha mudado de un distrito escolar a otro; o 2) reside en un distrito escolar de más de 15,000 millas cuadradas y migra una distancia de 20 millas o más a una residencia temporal para participar en una actividad pesquera. *(Fuente de datos: PEIMS 40100)*

Título I: el recuento y porcentaje de estudiantes que participan en un programa autorizado en virtud de la CLB Ley de Educación Primaria y Secundaria (ESEA), Título I, Parte A de la Ley de Mejoramiento de las Escuelas de los Estados Unidos. *(Fuente de datos: PEIMS 41461)*

Vinculado con miembros de las Fuerzas Armadas: el recuento y porcentaje de estudiantes que son dependientes de un miembro en servicio activo o antiguo miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos, o bien son dependientes de un miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos que murió en el cumplimiento del deber *(Fuente de datos: PEIMS 40100)*

En riesgo: el recuento y porcentaje de estudiantes identificados como en riesgo de abandonar la escuela, tal y como se define en las secciones (§§) 29.081(d) y (d-1) del Código de Educación de Texas (TEC).

$$\frac{\textbf{Cantidad de estudiantes en el año escolar 2022-2023 considerados en riesgo.}}{\textbf{Cantidad total de estudiantes}}$$

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(Fuente de datos: PEIMS 40110)

Estudiante por programa educativo:
el recuento y porcentaje de estudiantes atendidos en programas y/o cursos de educación especial, educación profesional y técnica (grados 9 a 12 únicamente), educación bilingüe y ESL o educación para estudiantes dotados y talentosos. Los porcentajes no suman 100 porque los estudiantes pueden participar en más de uno de estos programas (fuente de datos: TSDS PEIMS 40110, 41163 y 41169).

Estudiantes con discapacidades por tipo de discapacidad primaria: el recuento de estudiantes desagregados por discapacidad primaria. El TAPR y el sistema de informes de desempeño de Texas (TPRS) utilizan cinco categorías de discapacidad primaria: estudiantes con discapacidades intelectuales, estudiantes con discapacidad física, estudiantes con autismo, estudiantes con discapacidad de comportamiento y estudiantes con primera infancia no categórica. A continuación, se facilita información adicional.

Estudiantes con discapacidades intelectuales (códigos de discapacidad de PEIMS 06, 08, 12, 13)

- 06—Discapacidad intelectual (ID)
- 08—Discapacidad de aprendizaje (LD)
- 12—Retraso en el desarrollo (DD)
- 13—Lesión cerebral traumática (TBI)

Estudiantes con discapacidades físicas (códigos de discapacidad de PEIMS 01, 03, 04, 05, 09)

- 01—Impedimento ortopédico (OI)
- 03— Impedimento auditivo (AI)
- 04— Impedimento visual (VI)
- 05—Personas sordociegas (DB)
- 09—Impedimento del habla

Estudiantes con autismo (código de discapacidad de PEIMS 10)

- 10—Autismo (AU)

Estudiantes con discapacidades de comportamiento (códigos de discapacidad de PEIMS 02 y 07)

- 02—Otros impedimentos de salud (OHI)
- 07—Perturbación emocional (ED)

Estudiantes con primera infancia no categórica (código de discapacidad PEIMS 14)

- 14—Primera infancia no categórica (NCES)

(Fuente de datos: PEIMS 41163)

Movilidad: el recuento y porcentaje de estudiantes que han hecho parte de la membresía durante menos del 83 por ciento del año escolar (es decir, faltaron seis semanas o más).

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Cantidad de estudiantes móviles en 2021-2022

Cantidad de estudiantes que hicieron parte de la membresía en cualquier momento durante el año escolar 2021-2022

Esta tasa se calcula a nivel de estado, región, distrito y campus y está desglosada por raza/etnia, condición de desfavorabilidad económica, condición de educación especial y condición como estudiante bilingüe emergente y/o aprendiz de inglés. Las tasas de movilidad que se muestran se basan en el recuento de estudiantes móviles identificados a nivel de campus. La tasa de movilidad distrital refleja la movilidad interescolar dentro del mismo distrito o desde fuera de este. La tasa de movilidad regional refleja la movilidad interescolar dentro de la misma región o desde fuera de esta. *(Fuente de datos: PEIMS 42400)*

Tasa de abandono: el porcentaje de estudiantes inscritos en el otoño de 2021-2022 que no regresaron al mismo campus en el otoño de 2022-2023. Este cálculo se ajusta para tener en cuenta los grados escolares disponibles para los estudiantes en cada campus, así como factores adicionales. Por ejemplo, se excluyeron estudiantes del cálculo si el campus en el que estaban inscritos en 2021-2022 no ofrecía el siguiente grado al que se esperaba que pasaran en 2022-2023, o bien si estaban en un campus en 2021-2022 que era ya no estuvo activo en 2022-2023. Los estudiantes que repitieron el grado, incluyendo aquellos en grado 12, continuaron en el cálculo.

Es posible que algunos campus no reciban una tasa de abandono porque todos sus estudiantes están excluidos del denominador de abandono debido a que su grado escolar posterior no se ofrecerá en ese campus en 2022-2023. Ejemplos de tales campus son aquellos que ofrecen grados escolares únicos o que cambiaron los grados ofrecidos en 2022-2023. La tasa de abandono se calcula de la siguiente manera:

Cantidad de estudiantes inscritos en el otoño de 2021 – Cantidad de estudiantes que regresaron en el otoño de 2022

Cantidad de estudiantes inscritos en el otoño de 2021

Se crean agregaciones de denominadores y numeradores de campus a nivel distrital, regional y estatal. Las tasas para cada uno de esos niveles se calculan a partir de estas sumas.

Tasas de retención por grado: el porcentaje de estudiantes de escuelas públicas de Texas que se inscribieron en el otoño de 2022 en el mismo grado en el que se notificaron durante el último período de seis semanas del año escolar anterior (2021-2022).

Cantidad de estudiantes inscritos en el mismo grado de un año escolar al siguiente

Cantidad de estudiantes inscritos en un año escolar que regresan al año siguiente o que se gradúan

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Las tasas de retención de educación especial se calculan y notifican por separado, ya que las prácticas de retención locales difieren para estudiantes que reciben servicios de educación especial.

Los TAPR y el TPRS muestran tasas de retención solo para kínder a grado 9 (K-9). Las tasas de retención para todos los grados se pueden encontrar en Grade-Level Retention in Texas Public Schools, 2021–22 [Retención a nivel de grado en escuelas públicas de Texas, 2021-2022], disponible en la TEA. *(Fuente de datos: PEIMS 40110)*

Calidad de datos *(no en el perfil de campus)***:** el porcentaje de errores cometidos por el distrito en los datos de egreso estudiantil de PEIMS.

Porcentaje de estudiantes subnotificados. Los estudiantes subnotificados son aquellos en 7. ° a 12. ° grado que estuvieron inscritos en cualquier momento durante el año anterior, que no se contabilizaron en los registros distritales o en el procesamiento de la TEA en el año actual, y para quienes el distrito no presentó un registro de egreso. Se exige que un distrito presente un registro de egreso de cualquier estudiante que haya asistido en los grados 7 a 12 el año anterior, a menos que el estudiante haya recibido un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE) antes del 31 de agosto, se haya graduado previamente de una escuela pública de Texas, se haya mudado e inscrito en otro distrito escolar público de Texas, o bien haya regresado al distrito al final del período de inicio de clases (para 2021-2022, el final del período de inicio de clases tuvo lugar el 30 de septiembre de 2022).

$$\frac{\textbf{Cantidad de estudiantes subnotificados}}{\textbf{Cantidad de estudiantes en los grados 7 a 12 que recibieron servicios en el distrito en el año escolar 2021-2022}}$$

(Fuente de datos: archivo de información de certificados de equivalencia de escuela preparatoria de Texas; PEIMS 40100, 40110, 42400 y 42500)

Promedios de tamaño de clase por grado y materia: El tamaño promedio de clase por grado (primaria) o materias seleccionadas (clases de secundaria).

Para las clases de secundaria, los promedios se determinan sumando el número de estudiantes atendidos (en una materia en el campus) y dividiendo esa suma por el recuento de clases para esa materia.

Para las clases de primaria, el promedio se determina con base en el modelo de enseñanza. Si un maestro de primaria imparte todas las materias al mismo grupo de estudiantes de cuarto grado durante todo el día, el tamaño promedio de la clase es simplemente el número de estudiantes de cuarto grado atendidos por ese maestro. Sin embargo, si un maestro de primaria imparte una sola materia a cinco secciones diferentes de alumnos de cuarto grado cada día, el promedio se calcula de la misma manera que para las materias de secundaria. Por ejemplo, un maestro de ciencias de cuarto grado imparte cinco clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada clase. El total de 100 estudiantes dividido por las cinco clases da como resultado un tamaño promedio de clase de 20 estudiantes para ese maestro.

Las siguientes reglas se aplican a los tamaños promedio de clase:

- Las clases identificadas como aquellas que atienden a estudiantes regulares, en proceso de compensación y/o recuperación, dotados y talentosos, de enseñanza técnica y profesional, y sobresalientes se incluyen en el cálculo.
- Lengua y Literatura en Inglés (ELA), Matemáticas, Ciencias, Estudios Sociales, lenguas distintas del inglés, Informática y educación profesional y técnica se incluyen en el cálculo, al igual que salones de clase independientes.
- No se incluyen las clases en las que la cantidad de estudiantes atendidos se notifica como cero.
- Los códigos de servicio con el prefijo “SR” no están incluidos.
- Se incluyen las funciones del maestro codificadas como “maestro” y/o “maestro sustituto”.
- Solo se incluyen los ajustes de clase codificados como “clase regular”.
- No se incluyen los recuentos parciales de FTE faltantes.
- No se incluyen las clases de primaria en las que la cantidad de estudiantes supere los 100.
- No se incluyen los promedios de clases de grados escolares mixtos.

(Fuente de datos: PEIMS 30090)

Información sobre el personal (2022-2023)

Total de personal: el recuento total de personal que incluye personal profesional (maestros, apoyo profesional, administradores), asistentes educativos y (en el perfil distrital), personal auxiliar. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Personal profesional: el recuento del equivalente a tiempo completo de maestros, personal de apoyo profesional, administradores de campus y, únicamente en el perfil distrital, administradores de la oficina central. El personal está agrupado de acuerdo a sus funciones, según lo notificado en PEIMS. Cada tipo de personal profesional se muestra como porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Asistentes educativos: el recuento y porcentaje de personal paraprofesional que se notifica con una función de 033 (asistente educativo) o 036 (intérprete certificado). Los recuentos de FTE de asistentes educativos se expresan como un porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: PEIMS 30090)*

Personal auxiliar *(no en perfil de campus)***:** el recuento de equivalente a tiempo completo (FTE) del personal notificado en los registros de empleo y nómina de PEIMS que no se notifican en el registro PEIMS 30090 (“Personal: responsabilidades”). El personal auxiliar (y el asistente educativo que efectúa tareas rutinarias en el salón de clases bajo la supervisión general de un maestro certificado o equipo docente) se expresa como porcentaje del total de personal. Para el personal auxiliar, el FTE es el valor del porcentaje de jornada trabajada *(fuente de datos: PEIMS 30060 y 30090).*

Bibliotecarios y consejeros (conteo): el conteo de bibliotecarios y consejeros se basa en el equivalente a tiempo completo (FTE) respecto a conteos para tiempo completo y para tiempo parcial. Los bibliotecarios y consejeros se consideran a tiempo parcial cuando el recuento de FTE es menor o igual a

0.85 (por ejemplo, si un recuento de FTE es menor o igual a 0.85, el conteo para tiempo parcial es igual a 1).

Los bibliotecarios y consejeros son conteos, no sumas de FTE. El conteo distrital no es una suma del conteo de campus. Por ejemplo, un consejero pasa el 50 por ciento de su tiempo en la escuela primaria (0.50 FTE) y el 50 por ciento de su tiempo en la escuela preparatoria (0.50 FTE). En cada uno de los informes de campus, este consejero se reflejará como 1.0 consejero a tiempo parcial. En el informe distrital, el consejero se reflejará como 1.0 consejero a tiempo completo, ya que el recuento de FTE es superior a 0.85 (0.50 FTE más 0.50 FTE = 1.0 FTE). Consulte el apéndice B para conocer las identificaciones de funciones de PEIMS (personal de apoyo profesional). *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Total de personal perteneciente a minorías: el recuento total del personal perteneciente a minorías es la suma de los recuentos FTE de todos los grupos de personal distintos a blancos (afroamericanos, hispanos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas). El recuento de FTE de personal perteneciente a minorías se expresa como un porcentaje del total del FTE de personal. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por etnia y sexo: el recuento de FTE de maestros por grupo étnico y por sexo. Los recuentos también se expresan como porcentaje del total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por mayor titulación obtenida: la distribución de las titulaciones obtenidas por los maestros. Los recuentos de FTE de maestros sin titulación y con título de licenciatura, maestría o doctorado se expresan como porcentaje del total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Maestros por años de experiencia: el recuento de FTE de maestros por años totales de experiencia del individuo, no necesariamente años de experiencia en el distrito o campus. Los recuentos de maestros dentro de cada intervalo de experiencia se expresan como un porcentaje del total de FTE de maestros. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Cantidad de estudiantes por maestro: la cantidad total de estudiantes dividida por el recuento total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Experiencia de dirección de campus: el promedio de años de experiencia para directores y subdirectores.

- *Promedio de años como director:* la cantidad de años completos de experiencia como director, sin importar el distrito o la interrupción en el servicio. Estas cantidades se suman y se dividen por el número de todos los directores notificados para el campus.
- *Promedio de años como director en el distrito:* la cantidad de años que un director trabaja en el distrito, sin importar cualquier interrupción en el servicio. Las cantidades se suman y se dividen por el número de todos los directores notificados para el distrito.
- *Promedio de años como subdirector:* la cantidad de años completos de experiencia como subdirector, sin importar el distrito o la interrupción en el servicio. Las cantidades se suman y se dividen por el número de todos los subdirectores notificados para el campus.

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Promedio de años como subdirector en el distrito: la cantidad de años que un subdirector trabaja en el distrito, sin importar cualquier interrupción en el servicio. Estas cantidades se suman y se dividen por el número de todos los subdirectores notificados para el distrito.

(Fuente de datos: PEIMS 30050)

Promedio de años de experiencia de los maestros: la cantidad promedio de años completos de experiencia profesional, sin importar el distrito. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro (1 para un maestro a tiempo completo, 0.75 para un maestro a tres cuartos de tiempo completo y 0.5 para un maestro de medio tiempo, por ejemplo) por sus años de experiencia. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Promedio de años de experiencia de maestros en el distrito: la cantidad promedio de años como empleado en el distrito, sin importar cualquier interrupción en el servicio. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro por sus años de experiencia en el distrito. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(Fuente de datos: PEIMS 30050)*

Salario promedio de los maestros por años de experiencia (solo obligaciones regulares): pago total de todos los maestros en cada categoría dividido por el recuento total de FTE de maestros en esa categoría. A los efectos de este cálculo, el monto total del salario real es el pago por obligaciones regulares únicamente y no incluye el pago suplementario. Para los maestros que también desempeñan funciones distintas a la docencia, en el cálculo del salario promedio de los maestros solo se tiene en cuenta la fracción del tiempo y el pago dedicados a las responsabilidades del salón de clases. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: PEIMS 30060)*

Salarios reales promedio (solo obligaciones regulares): para cada categoría**,** el salario total de esa categoría dividido por el recuento total de FTE para esa categoría. En el salario total, solo se incluye el pago de obligaciones regulares; los pagos suplementarios por obligaciones adicionales (por ejemplo, capacitación, asignaciones de banda y orquesta, patrocinios de clubes) no están incluidos. Consulte el apéndice B para obtener listas de las identificaciones de funciones de PEIMS incluidas en cada categoría.

Maestros. Maestros, maestros de servicio especial y maestros sustitutos. Los maestros sustitutos se contratan de manera temporal para reemplazar a un maestro o de manera permanente según sea necesario. El informe y gráfico distrital de salarios de maestros también utiliza esta definición al crear recuentos para diversos rangos salariales.

Apoyo profesional. Terapeutas, enfermeras, bibliotecarios, consejeros y otro personal profesional de campus.

Administración de campus (dirección escolar). Directores, subdirectores y otro tipo de administradores notificados con una identificación escolar específica.

Administración central (no en el perfil de campus). Superintendentes, presidentes, directores ejecutivos, directores administrativos, gerentes de negocios, directores deportivos y otros administradores notificados con una identificación de la oficina central y no con una identificación escolar específica.

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Porcentaje de personal de enseñanza *(solo en el perfil distrital)***:** el porcentaje de FTE del distrito cuya función laboral fue impartir enseñanza en el salón de clases de manera directa a los estudiantes durante el año escolar 2021-2022. El porcentaje del personal de enseñanza es una medida a nivel de distrito y se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de horas del personal distrital que se declararon como gastos. Códigos de objeto 6112, 6119 y 6129, y códigos de función 11, 12, 13 y 31}}{\textbf{Cantidad total de horas trabajadas por todos los empleados distritales}}$$

Comuníquese con la División de Cumplimiento Financiero al (512) 463-9095 para obtener más detalles sobre esta medición. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

Tasa de rotación de maestros *(no en el perfil de campus)***:** el porcentaje de maestros del otoño de 2021-2022 que no estaban empleados en el distrito en el otoño de 2022-2023. Se calcula como el recuento total de FTE de maestros del otoño de 2021-2022 que no estaban empleados en el distrito en el otoño de 2022-2023, dividido por el recuento total de FTE de maestros del otoño de 2021-2022. El personal que permaneció empleado en el distrito, aunque no como maestros, también cuenta para la rotación de maestros. *(fuente de datos: PEIMS 30040 y 30090).*

Exclusiones de personal *(no en el perfil de campus)***:** los recuentos de personas que prestan servicios a estudiantes de escuelas públicas, pero que no están incluidos en los totales de FTE para ninguna de las otras estadísticas de empleados. Existen dos tipos de estas entradas: personas que participan en un acuerdo de servicios compartidos y personas bajo contrato con el distrito para prestar servicios de enseñanza.

El personal bajo un acuerdo de servicios compartidos (SSA) es aquel que trabaja en escuelas situadas en distritos distintos a su distrito empleador o cuya organización asignada (en PEIMS) muestra un código 751, lo que señala que están empleados por el agente fiscal de un SSA. Solo la parte del monto total de FTE de una persona asociada con la escuela en otro distrito (o con el código de organización 751) se cuenta como SSA. El personal bajo SSA se agrupa en tres categorías: personal profesional (que incluye maestros, administradores y apoyo profesional), asistentes educativos y personal auxiliar. Tenga en cuenta que el personal auxiliar bajo SSA se identifica por el tipo de fondo con el que se les paga.

Personal de enseñanza contratado (perfiles distritales y de campus) se refiere a los recuentos de instructores para quienes el distrito ha celebrado un acuerdo contractual con alguna organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Nunca son empleados del distrito escolar que notifica. *(fuente de datos: PEIMS 30055 y 30060).*

Personal de enseñanza contratado: el recuento de personas que no son maestros regulares de salón de clases que han firmado un contrato con un distrito, ni son empleados bajo acuerdos de servicios compartidos. Más bien, se trata de instructores para quienes el distrito ha celebrado un acuerdo contractual con una organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Incluyen, entre otros, terapeutas del habla, terapeutas ocupacionales y cualquier otro tipo de personal profesional contratado que trabaje en un salón de clases de forma exclusiva *(Fuente de datos: PEIMS 30055)*

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Asignación de incentivos para maestros (TIA): el conteo de maestros que recibieron una asignación de incentivos, de conformidad con Ley 3 de la Cámara de Representantes y la sección 48.112 del Código de Educación de Texas (TEC), así como un abono promedio de TIA de acuerdo a las categorías "Reconocido", "Ejemplar" y "Experimentado" para el año escolar 2022-2023 *(Fuente de datos: División de Sistemas de Talento Distrital).*

Maestros por programa *(población atendida)***:** el recuento FTE de maestros categorizados por el tipo de población estudiantil atendida: estudiantes de educación regular, especial, compensatoria, bilingüe/ESL, dotados y talentosos, así como otras poblaciones. Los valores de FTE de maestros se asignan entre tipos de población para maestros que atienden a varios tipos de población. Los porcentajes se expresan como porcentaje del total de FTE de maestros. *(fuente de datos: PEIMS 30040, 30050 y 30090).*

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Apéndice A
Cursos académicos avanzados

- Todos los cursos que se muestran corresponden al año escolar 2020-2021.
- Un prefijo “A” señala un curso de colocación avanzada de College Board.
- Un prefijo “I” señala un curso de Bachillerato Internacional.
- Los cursos de crédito doble no se muestran de manera específica en esta lista.

Lengua y Literatura en Inglés

I3220500	IB LNG A: LENGUA Y LITERATURA, NIVEL ESTÁNDAR
I3220600	IB LNG A: LENGUA Y LITERATURA, NIVEL SUPERIOR
I3220700	IB LNG A: LITERATURA, NIVEL ESTÁNDAR
I3220800	IB LNG A: LITERATURA, NIVEL SUPERIOR
I3220900	LITERATURA Y REPRESENTACIÓN, NIVEL ESTÁNDAR, IB
I3366020	FILOSOFÍA, NIVEL SUPERIOR, IB
03221100	INVESTIGACIÓN/REDACCIÓN TÉCNICA
03221200	ESCRITURA CREATIVA
03221500	GÉNEROS LITERARIOS (LIT GENR)
03221600	HUMANIDADES (TOMADO POR PRIMERA VEZ)
03221800	ESTUDIO INDEP. /INGLÉS (1. ° VEZ)
03231000	ESTUDIO INDEP. /PERIODISMO (1.º)
03231902	PERIODISMO RADIOTELEVISIVO AVANZADO III
03240400	INTERPRETACIÓN ORAL III
03240800	DEBATE III (DEBATE 3)
03241100	ORATORIA III (PUBSPKG3)
03241200	ESTUDIO INDEP. /EXPRESIÓN (1. ° VEZ)
A3220100	COMP. Y LENGUA INGLESA, AP
A3220200	COMP. Y LITERATURA INGLESA, AP

Matemáticas

A3580110	INFORMÁTICA A: MATEMÁTICAS, AP
A3580120	INFORMÁTICA A: LENGUA DIST. AL INGLÉS, AP
I3580310	INFORMÁTICA A: MATEMÁTICAS, NIVEL SUPERIOR, IB
I3580320	INFORMÁTICA A: LENGUA DIST. AL INGLÉS, NIVEL SUPERIOR,
03101100	PRECÁLCULO (PRE CALC)
03102500	ESTUDIO INDEP. EN MATEMÁTICAS (1. ° VEZ)
03102501	ESTUDIO INDEP. EN MATEMÁTICAS (2. ° VEZ)
03580370	MATEMÁTICAS DISCRETAS PARA INFORMÁTICA
03580395	PROGRAMACIÓN Y DISEÑO DE ROBÓTICA

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12701410	MATEMÁTICAS APLICADAS PARA PROFESIONALES DE LA
13001000	MATEMÁTICAS APLICADAS EN AGR./ALIMENTOS/Y REC. NAT.
13016700	CONTABILIDAD II
13016900	ESTADÍSTICA Y TOMA DE DECISIONES EMPRESARIALES
13018000	MATEMÁTICAS FINANCIERAS
13020970	MATEMÁTICAS PARA PROFESIONALES MÉDICOS
13032950	TECNOLOGÍA DE INGENIERÍA DE FABRICACIÓN II
13036700	MATEMÁTICAS PARA INGENIERÍA
13037050	ROBÓTICA II
13037600	ELECTRÓNICA DIGITAL
A3100101	CÁLCULO AB, AP
A3100102	CÁLCULO BC, AP
A3100200	ESTADÍSTICA, AP (APSTATS)
I3100100	ESTUDIOS MATEMÁTICOS, NIVEL ESTÁNDAR, IB
I3100200	MATEMÁTICAS, NIVEL ESTÁNDAR, IB
I3100300	MATEMÁTICAS, NIVEL SUPERIOR, IB
I3100400	MATEMÁTICAS ADICIONALES, NIVEL SUPERIOR, IB
I3100500	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL ESTÁNDAR, IB
I3100600	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL SUPERIOR, IB
I3100700	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL
I3100800	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL

Aplicaciones tecnológicas

03580200	INFORMÁTICA I
03580300	INFORMÁTICA II (TACS2)
A3580300	PRINCIPIOS DE INFORMÁTICA, AP
I3580200	PRINCIPIOS DE INFORMÁTICA, NIVEL ESTÁNDAR, IB
I3580400	TEC. DE LA INFORM. Y SOCIEDAD GLOBALIZADA, NIVEL
I3580500	TEC. DE LA INFORM. Y SOCIEDAD GLOBALIZADA, NIVEL

Bellas Artes

03150400	MÚSICA IV, BANDA IV
03150800	MÚSICA IV, ORQUESTA IV
03151200	MÚSICA IV, CORO IV
03151600	MÚSICA IV, CONJUNTO DE JAZZ IV
03152000	MÚSICA IV, CONJUNTO INSTRUMENTAL IV
03152400	MÚSICA IV, CONJUNTO VOCAL IV
03250400	TEATRO IV, ARTES ESCÉNICAS IV
03251000	TEATRO IV, PRODUCCIÓN TEATRAL IV
03251200	TEATRO TÉCNICO IV (TH4TECH)
03502300	ARTES IV, DIBUJO III
03502400	ARTES IV, PINTURA III
03502500	ARTES IV, GRABADO III
03502600	ARTES IV, FIBRAS III

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03502700	ARTES IV, CERÁMICA III
03502800	ARTES IV, ESCULTURA III
03502900	ARTES IV, JOYERÍA III
03503100	ARTES IV, FOTOGRAFÍA III
03830400	DANZA IV, PRINCIPIOS DE DANZA IV
A3150200	TEORÍA DE LA MÚSICA, AP
A3500100	HISTORIA DEL ARTE, AP
A3500300	ARTES PLÁSTICAS: PORTAFOLIO DE DIBUJOS, AP
A3500400	ARTES PLÁSTICAS: PORTF. DE DISEÑO BIDIMENS., AP
A3500500	ARTES PLÁSTICAS: PORTF. DE DISEÑO TRIDIMENS., AP
I3250200	ESTUDIOS MUSICALES, MÚSICA, NIVEL ESTÁNDAR, IB
I3250300	ESTUDIOS MUSICALES, MÚSICA, NIVEL SUPERIOR, IB
I3600100	ARTES, ARTES VISUALES, NIVEL SUPERIOR, IB
I3600200	ARTES, ARTES VISUALES, NIVEL ESTÁNDAR, IB
I3750200	TEATRO, TEATRO, NIVEL ESTÁNDAR, IB
I3750300	TEATRO, TEATRO, NIVEL SUPERIOR, IB
I3830100	DANZA, NIVEL III, DANZA I, IB
I3830200	DANZA, NIVEL IV, DANZA II, IB
I3830300	CINE, NIVEL ESTÁNDAR, IB
I3830400	CINE, NIVEL SUPERIOR, IB

Ciencias

I3060001	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL
I3060002	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL
13000700	ZOOTECNIA AVANZADA
13002100	CIENCIAS DEL SUELO Y FITOLOGÍA AVANZADAS
13020600	ANATOMÍA Y FISIOLOGÍA
13020700	MICROBIOLOGÍA MÉDICA
13020800	FISIOPATOLOGÍA
13023000	CIENCIAS DE LOS ALIMENTOS
13029500	CIENCIAS FORENSES
13036400	BIOTECNOLOGÍA I
13036450	BIOTECNOLOGÍA II
13037100	PRINCIPIOS DE LA TECNOLOGÍA
13037200	DISEÑO E INVESTIGACIÓN CIENTÍFICA
13037210	DISEÑO E INVESTIGACIÓN CIENTÍFICA II
13037220	DISEÑO E INVESTIGACIÓN CIENTÍFICA III
13037300	DISEÑO DE INGENIERÍA Y RESOLUCIÓN DE PROBLEMAS
13037500	CIENCIAS DE LA INGENIERÍA
A3010200	BIOLOGÍA, AP
A3020000	CIENCIAS AMBIENTALES, AP
A3040000	QUÍMICA, AP
A3050003	FÍSICA 1: ALGEBRAICA, AP ALGEBRAICA

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A3050004	FÍSICA 2: ALGEBRAICA, AP ALGEBRAICA
A3050005	FÍSICA C: ELECTROMAGNETISMO, AP ELECTROMAGNETISMO
A3050006	FÍSICA C: ELECTROMAGNETISMO, AP MECÁNICA
I3010201	BIOLOGÍA, NIVEL ESTÁNDAR, IB
I3010202	BIOLOGÍA, NIVEL SUPERIOR, IB
I3020000	SISTEMAS AMBIENTALES Y SOCIEDAD, IB, NIVEL ESTÁNDAR
I3030001	TECNOLOGÍA DE DISEÑO, NIVEL ESTÁNDAR, IB
I3030002	TECNOLOGÍA DE DISEÑO, NIVEL SUPERIOR, IB
I3040002	QUÍMICA, NIVEL ESTÁNDAR, IB
I3040003	QUÍMICA, NIVEL SUPERIOR, IB
I3050002	FÍSICA, NIVEL ESTÁNDAR, IB
I3050003	FÍSICA, NIVEL SUPERIOR, IB

Estudios Sociales/Historia

A3220300	LENGUA INGLESA INTERNACIONAL, AP
I3302300	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL ESTÁNDAR, IB
I3302400	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL SUPERIOR, IB
I3302500	POLÍTICA MUNDIAL, NIVEL ESTÁNDAR, IB
I3302600	POLÍTICA MUNDIAL, NIVEL SUPERIOR, IB
N1290325	NEGOCIOS Y GESTIÓN, NIVEL ESTÁNDAR, IB
N1290326	NEGOCIOS Y GESTIÓN, NIVEL SUPERIOR, IB
03310301	ESTUDIOS AVANZADOS EN ECONOMÍA (1.º VEZ)
03380001	ESTUDIOS SOCIALES AVANZADOS (1.º VEZ)
A3310100	MICROECONOMÍA, AP
A3310200	MACROECONOMÍA, AP
A3330100	GOBIERNO Y POLÍTICA DE LOS ESTADOS UNIDOS, AP
A3330200	GOBIERNO Y POLÍTICA COMPARADOS, AP
A3340100	HISTORIA DE LOS ESTADOS UNIDOS, AP
A3340200	HISTORIA EUROPEA, AP
A3350100	PSICOLOGÍA, AP
A3360100	GEOGRAFÍA HUMANA (WRLD GEOG), AP
A3360200	GEOGRAFÍA HUMANA (ELECTIVA), AP
A3370100	HISTORIA MUNDIAL, AP
I3301100	HISTORIA, NIVEL ESTÁNDAR, IB
I3301200	HISTORIA DE ÁFRICA Y ORIENTE MEDIO, NIVEL SUPERIOR, IB
I3301300	HISTORIA DE LAS AMÉRICAS, NIVEL SUPERIOR, IB
I3301400	HISTORIA DE ASIA Y OCEANÍA, NIVEL SUPERIOR, IB
I3301500	HISTORIA DE EUROPA, NIVEL SUPERIOR, IB
I3302100	GEOGRAFÍA, NIVEL ESTÁNDAR, IB
I3302200	GEOGRAFÍA, NIVEL SUPERIOR, IB
I3303100	ECONOMÍA, NIVEL ESTÁNDAR, IB
I3303200	ECONOMÍA, NIVEL SUPERIOR, IB
I3304100	PSICOLOGÍA, NIVEL ESTÁNDAR, IB

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I3304200	PSICOLOGÍA, NIVEL SUPERIOR, IB
I3366010	FILOSOFÍA, NIVEL ESTÁNDAR, IB

Lengua Extranjera

I3110300	LENGUA AB INITIO, NIVEL ESTÁNDAR, IB
03110400	LENGUA DISTINTA AL INGLÉS IV: ÁRABE
03110500	LENGUA DISTINTA AL INGLÉS V: ÁRABE
03110600	LENGUA DISTINTA AL INGLÉS VI: ÁRABE
03110700	LENGUA DISTINTA AL INGLÉS VII: ÁRABE
03110910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, ÁRABE
03110920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, ÁRABE
03110930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, ÁRABE
03120400	LENGUA DISTINTA AL INGLÉS IV: JAPONÉS
03120500	LENGUA DISTINTA AL INGLÉS V: JAPONÉS
03120600	LENGUA DISTINTA AL INGLÉS VI: JAPONÉS
03120700	LENGUA DISTINTA AL INGLÉS VII: JAPONÉS
03120910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, JAPONÉS
03120920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, JAPONÉS
03120930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, JAPONÉS
03400400	LENGUA DISTINTA AL INGLÉS IV: ITALIANO
03400500	LENGUA DISTINTA AL INGLÉS V: ITALIANO
03400600	LENGUA DISTINTA AL INGLÉS VI: ITALIANO
03400700	LENGUA DISTINTA AL INGLÉS VII: ITALIANO
03400910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, ITALIANO
03400920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, ITALIANO
03400930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, ITALIANO
03410400	LENGUA DISTINTA AL INGLÉS IV: FRANCÉS
03410500	LENGUA DISTINTA AL INGLÉS V: FRANCÉS
03410600	LENGUA DISTINTA AL INGLÉS VI: FRANCÉS
03410700	LENGUA DISTINTA AL INGLÉS VII: FRANCÉS
03410910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, FRANCÉS
03410920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, FRANCÉS
03410930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, FRANCÉS
03420400	LENGUA DISTINTA AL INGLÉS IV: ALEMÁN
03420500	LENGUA DISTINTA AL INGLÉS V: ALEMÁN
03420600	LENGUA DISTINTA AL INGLÉS VI: ALEMÁN
03420700	LENGUA DISTINTA AL INGLÉS VII: ALEMÁN
03420910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, ALEMÁN
03420920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, ALEMÁN
03420930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, ALEMÁN
03430400	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL IV, LATÍN
03430500	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL V, LATÍN
03430600	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VI, LATÍN
03430700	LENG. DIST. AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VII, LATÍN
03440400	LENGUA DISTINTA AL INGLÉS IV: ESPAÑOL

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03440440	ESPAÑOL PARA HISPANOHABLANTES, NIVEL IV
03440500	LENGUA DISTINTA AL INGLÉS V: ESPAÑOL
03440600	LENGUA DISTINTA AL INGLÉS VI: ESPAÑOL
03440700	LENGUA DISTINTA AL INGLÉS VII: ESPAÑOL
03440910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, ESPAÑOL
03440920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, ESPAÑOL
03440930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, ESPAÑOL
03450400	LENGUA DISTINTA AL INGLÉS IV: RUSO
03450500	LENGUA DISTINTA AL INGLÉS V: RUSO
03450600	LENGUA DISTINTA AL INGLÉS VI: RUSO
03450700	LENGUA DISTINTA AL INGLÉS VII: RUSO
03450910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, RUSO
03450920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, RUSO
03450930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, RUSO
03470400	LENGUA DISTINTA AL INGLÉS IV: PORTUGUÉS
03470500	LENGUA DISTINTA AL INGLÉS V: PORTUGUÉS
03470600	LENGUA DISTINTA AL INGLÉS VI: PORTUGUÉS
03470700	LENGUA DISTINTA AL INGLÉS VII: PORTUGUÉS
03470910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, PORTUGUÉS
03470920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, PORTUGUÉS
03470930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, PORTUGUÉS
03490400	LENGUA DISTINTA AL INGLÉS IV: CHINO
03490500	LENGUA DISTINTA AL INGLÉS V: CHINO
03490600	LENGUA DISTINTA AL INGLÉS VI: CHINO
03490700	LENGUA DISTINTA AL INGLÉS VII: CHINO
03490910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, CHINO
03490920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, CHINO
03490930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, CHINO
03510400	LENGUA DISTINTA AL INGLÉS, NIVEL IV, VIETNAMITA
03510500	LENGUA DISTINTA AL INGLÉS, NIVEL V, VIETNAMITA
03510600	LENGUA DISTINTA AL INGLÉS, NIVEL VI, VIETNAMITA
03510700	LENGUA DISTINTA AL INGLÉS, NIVEL VII, VIETNAMITA
03510910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, VIETNAMITA
03510920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, VIETNAMITA
03510930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, VIETNAMITA
03520400	LENGUA DISTINTA AL INGLÉS, NIVEL IV, HINDI
03520500	LENGUA DISTINTA AL INGLÉS, NIVEL V, HINDI
03520600	LENGUA DISTINTA AL INGLÉS, NIVEL VI, HINDI
03520700	LENGUA DISTINTA AL INGLÉS, NIVEL VII, HINDI
03520910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, HINDI
03520920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, HINDI
03520930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, HINDI
03530910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, URDU
03530920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, URDU

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03530930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, URDU
03980400	LENGUA DISTINTA AL INGLÉS IV: ASL
03996000	OTRAS LENGUAS EXTRANJERAS IV
03996100	OTRAS LENGUAS EXTRANJERAS V
03996200	OTRAS LENGUAS EXTRANJERAS VI
03996300	OTRAS LENGUAS EXTRANJERAS VII
11401910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, TURCO
11401920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, TURCO
11401930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, TURCO
11403610	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ, COREANO
11403620	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ, COREANO
11403630	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ, COREANO
A3120400	LENGUA Y CULTURA: JAPONÉS, AP
A3400400	LENGUA Y CULTURA: ITALIANO, AP
A3410100	LENGUA Y CULTURA: FRANCÉS, AP
A3420100	LENGUA Y CULTURA: ALEMÁN, AP
A3430100	LATÍN, AP
A3440100	LENGUA Y CULTURA: ESPAÑOL, AP
A3440200	LITERATURA Y CULTURA: ESPAÑOL, AP
A3490400	LENGUA Y CULTURA: CHINO, AP
I3110400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: ÁRABE
I3110500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ÁRABE
I3120400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: JAPONÉS
I3120500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: JAPONÉS
I3410400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: FRANCÉS
I3410500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: FRANCÉS
I3420400	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN
I3420500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN
I3430400	IB LNG B: LENGUAS CLÁSICAS, NIVEL ESTÁNDAR: LATÍN
I3430500	IB LNG B: LENGUAS CLÁSICAS, NIVEL SUPERIOR: LATÍN
I3440400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: ESPAÑOL
I3440500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: ESPAÑOL
I3450400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: RUSO
I3450500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: RUSO
I3480400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: HEBREO
I3480500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO
I3490400	IB LNG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: CHINO
I3490500	IB LNG B: LENGUAS MODERNAS, NIVEL SUPERIOR: CHINO
I3520400	IB LANG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: HINDI
I3520500	IB LANG B: LENGUAS MODERNAS, NIVEL SUPERIOR: HINDI
I3996000	IB LANG B: LENGUAS MODERNAS, NIVEL ESTÁNDAR: OTRA
I3996100	IB LANG B: LENGUAS MODERNAS, NIVEL SUPERIOR: OTRA
03430910	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 1.° VEZ, LATÍN
03430920	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 2.° VEZ, LATÍN

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03430930	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 3.° VEZ, LATÍN
03530400	LENGUA DIST. AL INGLÉS, NIVEL IV: URDU
03530500	LENGUA DIST. AL INGLÉS, NIVEL V: URDU
03530600	LENGUA DIST. AL INGLÉS, NIVEL VI: URDU
03530700	LENGUA DIST. AL INGLÉS, NIVEL VII: URDU
03980910	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 1.° VEZ
03980920	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 2.° VEZ
03980930	LENG. ESTADOUNIDENSE DE SEÑAS, AVANZADO, NIVEL ESTÁNDAR, 3.° VEZ
11401400	LENGUA DIST. AL INGLÉS/NIVEL IV/TURCO
11401500	LENGUA DIST. AL INGLÉS/NIVEL V/TURCO
11401600	LENGUA DIST. AL INGLÉS/NIVEL VI/TURCO
11401700	LENGUA DIST. AL INGLÉS/NIVEL VII/TURCO
11403200	LENGUA DIST. AL INGLÉS/NIVEL IV/COREANO
11403300	LENGUA DIST. AL INGLÉS/NIVEL V/COREANO
11403400	LENGUA DIST. AL INGLÉS/NIVEL VI/COREANO
11403500	LENGUA DIST. AL INGLÉS/NIVEL VII/COREANO
03380021	ESTUDIOS SOCIALES AVANZADOS (2.° VEZ)

Educación profesional y técnica

N1100014	INVESTIGACIÓN, AP
N1130026	SEMINARIO, AP

Otro

N1290322	TEORÍA DEL CONOCIMIENTO, IB
I3305100	RELIGIONES DEL MUNDO, NIVEL ESTÁNDAR, IB
N1290317	MENTOR DE ESTUDIOS IND. PARA DOTADOS Y TALENTOSOS
N1290318	MENTOR DE ESTUDIOS IND. PARA DOTADOS Y TALENTOSOS

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Apéndice B
Identificaciones de funciones de PEIMS

(En orden alfabético por etiqueta)

ADMINISTRADORES CENTRALES

004 .....Asistente/Asociado/Superintendente adjunto
027 .....Superintendente/Director administrativo (CAO)/Director ejecutivo (CEO)/Presidente
061 .....Asistente/Asociado/Director ejecutivo adjunto
062 .....Director de componente/departamento
063 .....Coordinador/Gerente/Supervisor

ADMINISTRADORES DE CAMPUS

003 .....Subdirector
020 .....Director

ADMINISTRADORES CENTRALES O DE CAMPUS*

012 .....Funcionario educativo
028 .....Supervisor docente
040 .....Director deportivo
043 .....Gerente de negocios
044 .....Tasador y/o recaudador de Impuestos
045 .....Director (de personal/Recursos Humanos)
055 .....Secretario de admisiones
060 .....Director ejecutivo

PERSONAL DE APOYO PROFESIONAL

002 .....Terapeuta artístico
005 .....Asociado en psicología
006 .....Audiólogo
007 .....Terapeuta correctivo
008 .....Consejero
011 .....Diagnosticador educativo
013 .....Bibliotecario
015 .....Musicoterapeuta
016 .....Terapeuta ocupacional
017 .....Especialista certificado en orientación y movilidad
018 .....Fisioterapeuta
019 .....Médico
021 .....Terapeuta recreativo
022 .....Enfermera escolar
023 .....LSSP/Psicólogo
024 .....Trabajador social
026 .....Terapeuta del habla/Patólogo del habla y del lenguaje
030 .....Maestro visitante/Inspector de ausentismo escolar
032 .....Coordinador de sede de aprendizaje en el lugar de trabajo
041 .....Facilitador docente
042 .....Tasador docente
054 .....Jefe de departamento

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056 .....Entrenador deportivo
058 .....Otro tipo de personal profesional de campus
064 .....Especialista/Consultor
065 .....Agente de servicio de campo
079 .....Otro tipo de personal profesional de ESC
080 .....Otro tipo de personal profesional distinto de campus
100 .....Coordinador de materiales educativos
101 .....Servicios legales
102 .....Profesional en comunicaciones
103 .....Profesional en investigación/evaluación
104 .....Auditor interno
105 .....Seguridad
106 .....Profesional en tecnología de la información del distrito/campus
107 .....Profesional en servicio de alimentos
108 .....Transporte
109 .....Deportes
110 .....Custodio
111 .....Mantenimiento
112 .....Profesional en servicios empresariales
113 .....Otro tipo de auxiliar profesional exento de distrito
114 .....Otro tipo de auxiliar profesional exento de campus
115.....Enfermera psiquiátrica
116.....Trabajador social clínico autorizado
117.....Consejero profesional autorizado
118.....Terapeuta matrimonial y familiar autorizado

MAESTROS

087 .....Maestro
047 .....Maestro sustituto

ASISTENTES EDUCATIVOS

033 .....Asistente educativo
036 .....Intérprete certificado

PERSONAL AUXILIAR

Historial laboral, pero no de responsabilidad.

* Los administradores notificados con estas funciones se clasifican como oficina central o campus, según la identificación de la organización que ellos notifican.