Barbers Hill Independent School District
Texas Academic Performance Report
2022-2023

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives, district accreditation status and any distinction designations awarded, the district's current special education compliance status, information on violent or criminal incidents and prevention policies, information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB), and any supplemental information.

As of December 2023, the TAPR does not include A–F ratings, Distinction Designations, or Special Education Determination Status. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

Texas Academic Performance Report – TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA. b. As of December 2023, the PDF TAPR does not include, A–F ratings, Distinction Designations, or Special Education Determination Status.

PEIMS Financial Standard Reports (2021–22 Financial Actual Reports) The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

Texas Academic Performance Report Glossary – This glossary contains definitions and explanations for all items found in the Academic Performance reports, as well as pages that will assist in reading the reports.

Campus Performance Objectives – TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the

objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

Report on Violent or Criminal Incidents – The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

Special Education Determination Status (district PDF TAPR only) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. Not available as of December 2023.

Student Performance in Postsecondary Institutions – TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

District Accreditation Status –Each district's annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

Progress Toward Meeting HB 3 Goals TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's: (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and (B) college, career, and military readiness plans adopted under Section 11.186.

Guidelines

December 2023

2022–23 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

As of December 2023, the TAPR does not include *A*–*F* ratings, Distinction Designations, or Special Education Determination Status. The issuance of the *A*–*F* ratings under 2023 rule is pending and subject to change**.**

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC, §39.306 requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
    a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
    b. As of December 2023, the PDF TAPR does not include, *A*–*F* ratings, Distinction Designations, or Special Education Determination Status.

    Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2024. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

    For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

The report must also include any campuses that earned a distinction designation or was rated.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)*The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. *Not available as of December 2023.*

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

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

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2024.

   If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
   (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

   (B) college, career, and military readiness plans adopted under Section 11.186.

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and

electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is ***separate*** from widely releasing the annual report to the public. This means for the 2023-24 school year, the 2021-2022 TAPR was posted on District websites as it is the most recent.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
    - **The Accountability Subset** The PDF TAPR includes the 2022 and 2023 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 29, 2021 and October 28, 2022, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html.

16. **Recommended Meetings Beyond** the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

(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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

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AUXILIARY STAFF

Employment record, but no responsibility records.

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

District Number: 036902

2023 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	77%	**95%**	88%	96%	95%	*	91%	*	92%	78%	88%	95%	92%	86%	91%
	2022	76%	76%	**92%**	82%	91%	93%	*	100%	-	90%	68%	95%	92%	92%	88%	80%
At Meets Grade Level or Above	2023	50%	52%	**78%**	75%	76%	79%	*	73%	*	77%	50%	81%	78%	76%	58%	76%
	2022	51%	52%	**77%**	61%	67%	82%	*	100%	-	60%	54%	89%	78%	70%	63%	36%
At Masters Grade Level	2023	20%	21%	**39%**	31%	35%	43%	*	36%	*	19%	22%	25%	39%	37%	16%	24%
	2022	30%	31%	**53%**	36%	43%	59%	*	83%	-	30%	19%	53%	54%	50%	38%	28%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**91%**	81%	91%	92%	*	100%	*	96%	69%	81%	91%	91%	79%	88%
	2022	71%	71%	**89%**	82%	84%	92%	*	100%	-	90%	63%	95%	92%	81%	81%	60%
At Meets Grade Level or Above	2023	45%	46%	**68%**	59%	65%	70%	*	73%	*	69%	52%	75%	69%	65%	49%	55%
	2022	43%	44%	**65%**	64%	48%	72%	*	100%	-	60%	33%	84%	68%	56%	46%	24%
At Masters Grade Level	2023	19%	20%	**36%**	22%	29%	40%	*	36%	*	27%	15%	50%	36%	35%	14%	12%
	2022	21%	22%	**38%**	25%	24%	45%	*	100%	-	10%	11%	58%	40%	31%	21%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**92%**	85%	89%	94%	*	86%	-	92%	66%	89%	94%	88%	83%	76%
	2022	77%	77%	**91%**	79%	90%	93%	*	100%	-	94%	61%	92%	93%	89%	81%	81%
At Meets Grade Level or Above	2023	48%	48%	**66%**	48%	55%	73%	*	86%	-	62%	30%	74%	68%	62%	46%	31%
	2022	54%	55%	**73%**	58%	66%	77%	*	100%	-	75%	34%	69%	73%	74%	58%	56%
At Masters Grade Level	2023	22%	22%	**34%**	15%	26%	38%	*	86%	-	31%	6%	26%	35%	31%	23%	7%
	2022	28%	30%	**42%**	37%	30%	47%	*	80%	-	31%	8%	46%	40%	45%	28%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	72%	**89%**	79%	87%	91%	*	100%	-	92%	63%	89%	91%	85%	79%	72%
	2022	70%	70%	**92%**	74%	90%	95%	*	100%	-	88%	63%	92%	94%	88%	79%	89%
At Meets Grade Level or Above	2023	48%	49%	**72%**	58%	61%	78%	*	100%	-	85%	39%	84%	74%	67%	55%	38%
	2022	43%	44%	**74%**	63%	56%	81%	*	100%	-	81%	40%	54%	78%	68%	58%	56%
At Masters Grade Level	2023	22%	23%	**42%**	24%	30%	49%	*	86%	-	38%	7%	47%	47%	33%	28%	10%
	2022	23%	24%	**48%**	21%	37%	53%	*	80%	-	50%	21%	46%	50%	42%	33%	30%
Grade 5 Reading																	

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	81%	**95%**	83%	96%	96%	*	100%	-	82%	70%	93%	96%	93%	87%	94%
	2022	81%	81%	**93%**	77%	88%	95%	*	80%	-	100%	74%	100%	94%	91%	88%	71%
At Meets Grade Level or Above	2023	57%	57%	**77%**	75%	76%	78%	*	100%	-	82%	35%	80%	79%	74%	60%	67%
	2022	58%	58%	**82%**	54%	78%	85%	*	60%	-	83%	54%	75%	83%	78%	73%	47%
At Masters Grade Level	2023	28%	29%	**47%**	29%	38%	51%	*	80%	-	53%	5%	47%	50%	41%	26%	39%
	2022	36%	38%	**56%**	38%	49%	61%	*	40%	-	50%	19%	50%	59%	49%	43%	26%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**96%**	88%	95%	97%	*	100%	-	94%	85%	100%	97%	94%	91%	97%
	2022	77%	76%	**97%**	77%	95%	98%	*	100%	-	100%	91%	100%	97%	98%	96%	85%
At Meets Grade Level or Above	2023	51%	51%	**77%**	63%	67%	82%	*	100%	-	82%	39%	73%	80%	71%	62%	58%
	2022	48%	49%	**82%**	62%	77%	86%	*	60%	-	83%	59%	100%	86%	76%	73%	44%
At Masters Grade Level	2023	21%	22%	**37%**	17%	26%	42%	*	60%	-	35%	14%	27%	41%	28%	19%	27%
	2022	25%	26%	**58%**	38%	50%	63%	*	40%	-	50%	25%	67%	61%	51%	44%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	64%	**89%**	79%	84%	91%	*	100%	-	88%	65%	87%	89%	89%	74%	76%
	2022	66%	66%	**90%**	62%	81%	94%	*	60%	-	100%	74%	100%	92%	85%	78%	50%
At Meets Grade Level or Above	2023	36%	35%	**65%**	46%	46%	74%	*	80%	-	71%	32%	73%	69%	59%	39%	36%
	2022	38%	39%	**70%**	38%	62%	76%	*	40%	-	72%	49%	75%	73%	64%	57%	26%
At Masters Grade Level	2023	16%	15%	**38%**	13%	24%	45%	*	80%	-	53%	12%	53%	41%	33%	21%	18%
	2022	18%	19%	**41%**	15%	31%	47%	*	40%	-	33%	23%	42%	43%	38%	28%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**90%**	83%	86%	93%	*	100%	*	90%	64%	100%	92%	87%	87%	74%
	2022	70%	70%	**86%**	44%	84%	87%	*	100%	-	100%	43%	93%	89%	78%	77%	74%
At Meets Grade Level or Above	2023	52%	54%	**73%**	56%	68%	77%	*	57%	*	71%	38%	76%	77%	64%	64%	41%
	2022	43%	44%	**64%**	17%	58%	67%	*	100%	-	74%	20%	93%	67%	56%	45%	52%
At Masters Grade Level	2023	22%	24%	**35%**	22%	32%	38%	*	29%	*	33%	8%	35%	37%	32%	29%	12%
	2022	23%	24%	**39%**	17%	27%	43%	*	100%	-	53%	7%	47%	41%	34%	20%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	**90%**	72%	88%	92%	*	100%	*	95%	63%	100%	90%	91%	86%	91%
	2022	73%	73%	**94%**	72%	94%	94%	*	*	-	100%	68%	100%	95%	90%	86%	94%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	40%	**68%**	50%	62%	71%	*	71%	*	71%	42%	76%	69%	65%	54%	50%
	2022	39%	40%	**69%**	28%	66%	72%	*	*	-	82%	25%	86%	70%	66%	51%	61%
At Masters Grade Level	2023	16%	17%	**37%**	28%	30%	40%	*	57%	*	43%	18%	35%	37%	38%	32%	24%
	2022	16%	18%	**40%**	6%	36%	42%	*	*	-	59%	5%	50%	40%	39%	25%	32%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**92%**	64%	92%	93%	*	100%	-	100%	53%	100%	92%	92%	88%	88%
	2022	80%	81%	**92%**	93%	91%	93%	*	100%	-	80%	61%	92%	92%	92%	86%	80%
At Meets Grade Level or Above	2023	55%	55%	**75%**	32%	74%	78%	*	100%	-	81%	24%	75%	76%	72%	60%	59%
	2022	56%	58%	**76%**	80%	73%	77%	*	88%	-	60%	31%	58%	77%	74%	67%	48%
At Masters Grade Level	2023	27%	28%	**42%**	20%	32%	48%	*	88%	-	52%	13%	44%	43%	41%	24%	19%
	2022	37%	39%	**59%**	47%	54%	61%	*	63%	-	40%	18%	50%	60%	55%	42%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	63%	**86%**	52%	83%	89%	*	100%	-	95%	47%	93%	87%	84%	77%	81%
	2022	61%	63%	**91%**	67%	90%	92%	*	100%	-	80%	56%	82%	92%	88%	84%	84%
At Meets Grade Level or Above	2023	37%	38%	**70%**	40%	68%	73%	*	100%	-	74%	24%	79%	69%	72%	55%	53%
	2022	31%	34%	**71%**	67%	64%	75%	*	86%	-	60%	15%	64%	75%	61%	54%	48%
At Masters Grade Level	2023	11%	12%	**37%**	12%	35%	38%	*	60%	-	53%	13%	50%	36%	37%	24%	22%
	2022	13%	15%	**43%**	47%	43%	44%	*	43%	-	40%	8%	27%	47%	36%	25%	20%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	**95%**	96%	95%	95%	*	100%	-	75%	67%	100%	96%	92%	90%	88%
	2022	83%	84%	**94%**	100%	92%	94%	*	100%	-	92%	64%	91%	94%	91%	92%	90%
At Meets Grade Level or Above	2023	58%	58%	**78%**	78%	76%	79%	*	75%	-	38%	31%	73%	80%	72%	60%	42%
	2022	58%	60%	**74%**	78%	68%	76%	*	100%	-	75%	27%	73%	76%	68%	67%	65%
At Masters Grade Level	2023	28%	29%	**44%**	35%	36%	49%	*	38%	-	25%	10%	45%	45%	40%	24%	15%
	2022	37%	40%	**51%**	39%	45%	54%	*	100%	-	58%	11%	45%	53%	46%	41%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	**93%**	93%	96%	91%	*	100%	-	100%	70%	100%	94%	92%	92%	96%
	2022	71%	72%	**91%**	100%	91%	90%	*	100%	-	89%	60%	100%	92%	88%	90%	81%
At Meets Grade Level or Above	2023	46%	46%	**70%**	47%	74%	70%	*	83%	-	57%	30%	50%	74%	64%	65%	58%
	2022	40%	41%	**70%**	76%	70%	68%	*	100%	-	67%	26%	73%	70%	68%	65%	56%

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At Masters Grade Level	2023	17%	18%	**28%**	0%	30%	28%	*	50%	-	14%	4%	13%	30%	24%	25%	25%
	2022	14%	15%	**30%**	18%	31%	29%	*	100%	-	44%	5%	45%	32%	27%	24%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	75%	**92%**	87%	93%	93%	*	100%	-	88%	57%	92%	94%	89%	86%	85%
	2022	74%	76%	**89%**	94%	83%	92%	*	100%	-	92%	52%	91%	91%	84%	83%	75%
At Meets Grade Level or Above	2023	47%	49%	**74%**	52%	74%	75%	*	100%	-	75%	27%	50%	75%	73%	60%	50%
	2022	45%	48%	**64%**	61%	52%	69%	*	100%	-	75%	16%	45%	69%	53%	52%	45%
At Masters Grade Level	2023	17%	19%	**36%**	17%	28%	40%	*	50%	-	25%	8%	25%	39%	27%	18%	23%
	2022	24%	26%	**38%**	33%	26%	43%	*	100%	-	50%	5%	27%	43%	26%	24%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	**82%**	78%	86%	80%	*	88%	-	75%	39%	58%	82%	81%	69%	65%
	2022	61%	61%	**81%**	83%	77%	82%	*	100%	-	83%	36%	82%	83%	74%	76%	55%
At Meets Grade Level or Above	2023	33%	34%	**52%**	39%	45%	55%	*	75%	-	38%	20%	58%	52%	49%	36%	27%
	2022	31%	32%	**49%**	39%	35%	55%	*	100%	-	42%	14%	45%	52%	41%	33%	15%
At Masters Grade Level	2023	16%	18%	**28%**	17%	22%	31%	*	38%	-	38%	12%	33%	30%	21%	19%	15%
	2022	18%	20%	**28%**	28%	17%	31%	*	75%	-	33%	11%	18%	30%	22%	18%	10%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	**85%**	77%	82%	87%	*	100%	-	67%	40%	85%	85%	82%	76%	52%
	2022	65%	65%	**85%**	70%	82%	87%	67%	100%	-	93%	47%	82%	89%	76%	72%	58%
At Meets Grade Level or Above	2023	52%	51%	**70%**	62%	64%	75%	*	100%	-	60%	16%	85%	74%	60%	58%	41%
	2022	47%	48%	**70%**	70%	61%	73%	33%	100%	-	87%	24%	45%	75%	55%	54%	29%
At Masters Grade Level	2023	13%	14%	**20%**	8%	15%	22%	*	100%	-	13%	5%	8%	22%	14%	9%	0%
	2022	11%	12%	**19%**	20%	12%	22%	0%	33%	-	13%	2%	27%	19%	19%	11%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	73%	**87%**	76%	85%	90%	*	100%	-	79%	53%	88%	89%	82%	81%	70%
	2022	72%	72%	**85%**	80%	86%	84%	*	100%	-	94%	36%	71%	89%	74%	71%	73%
At Meets Grade Level or Above	2023	54%	53%	**74%**	62%	67%	79%	*	83%	-	74%	27%	75%	78%	63%	60%	40%
	2022	55%	56%	**74%**	60%	74%	74%	*	100%	-	89%	22%	43%	79%	59%	59%	40%

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At Masters Grade Level	2023	9%	9%	**16%**	5%	11%	20%	*	33%	-	11%	3%	13%	18%	12%	12%	0%
	2022	9%	10%	**13%**	15%	12%	11%	*	57%	-	17%	3%	14%	15%	7%	7%	7%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	**95%**	93%	95%	95%	*	100%	-	100%	78%	94%	96%	94%	91%	100%
	2022	76%	76%	**92%**	85%	96%	91%	67%	100%	-	100%	68%	90%	94%	86%	88%	92%
At Meets Grade Level or Above	2023	43%	46%	**74%**	73%	68%	77%	*	100%	-	55%	31%	69%	77%	66%	58%	55%
	2022	43%	45%	**68%**	54%	61%	71%	33%	89%	-	100%	39%	70%	72%	59%	60%	64%
At Masters Grade Level	2023	23%	26%	**47%**	43%	39%	50%	*	100%	-	45%	13%	56%	50%	39%	29%	40%
	2022	27%	30%	**48%**	38%	38%	52%	17%	89%	-	63%	17%	40%	52%	37%	32%	28%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**96%**	91%	95%	96%	*	100%	-	100%	73%	92%	96%	94%	92%	91%
	2022	83%	83%	**94%**	88%	94%	94%	100%	100%	-	100%	71%	91%	96%	91%	89%	77%
At Meets Grade Level or Above	2023	56%	56%	**81%**	77%	75%	84%	*	100%	-	92%	39%	75%	84%	74%	68%	50%
	2022	55%	56%	**81%**	59%	78%	84%	40%	100%	-	75%	40%	82%	84%	74%	66%	59%
At Masters Grade Level	2023	21%	23%	**32%**	23%	22%	37%	*	100%	-	38%	3%	17%	35%	27%	22%	0%
	2022	21%	24%	**40%**	35%	29%	44%	20%	67%	-	56%	17%	36%	42%	35%	27%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**98%**	100%	94%	99%	*	100%	-	100%	82%	*	98%	96%	90%	100%
	2022	89%	89%	**96%**	100%	94%	97%	*	100%	-	89%	66%	100%	98%	89%	89%	93%
At Meets Grade Level or Above	2023	70%	71%	**89%**	100%	86%	90%	*	100%	-	82%	47%	*	90%	83%	78%	60%
	2022	68%	69%	**88%**	94%	83%	90%	*	100%	-	78%	45%	89%	90%	78%	78%	87%
At Masters Grade Level	2023	38%	41%	**65%**	64%	58%	68%	*	71%	-	76%	31%	*	68%	55%	53%	40%
	2022	42%	44%	**65%**	67%	55%	69%	*	88%	-	44%	23%	33%	68%	48%	49%	40%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**100%**	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
	2022	92%	94%	**99%**	*	93%	100%	*	*	-	*	*	-	100%	93%	94%	-
At Meets Grade Level or Above	2023	61%	67%	**85%**	*	73%	88%	-	*	-	*	-	-	89%	33%	89%	-
	2022	64%	70%	**83%**	*	64%	89%	*	*	-	*	*	-	90%	50%	56%	-

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At Masters Grade Level	2023	12%	15%	**20%**	*	13%	20%	-	*	-	*	-	-	22%	0%	33%	-
	2022	13%	17%	**17%**	*	14%	16%	*	*	-	*	*	-	19%	7%	6%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**91%**	82%	90%	93%	78%	98%	*	91%	64%	91%	92%	89%	84%	83%
	2022	74%	74%	**91%**	81%	89%	92%	87%	98%	-	94%	62%	93%	92%	86%	84%	77%
At Meets Grade Level or Above	2023	49%	50%	**73%**	59%	67%	76%	54%	87%	*	72%	34%	74%	75%	67%	57%	49%
	2022	48%	49%	**72%**	59%	65%	76%	52%	92%	-	76%	34%	73%	75%	65%	59%	47%
At Masters Grade Level	2023	20%	21%	**37%**	22%	29%	40%	24%	62%	*	37%	11%	36%	38%	32%	23%	18%
	2022	23%	25%	**42%**	30%	34%	46%	27%	75%	-	42%	13%	43%	44%	37%	29%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**91%**	82%	90%	93%	83%	97%	*	86%	61%	93%	92%	89%	84%	80%
	2022	75%	75%	**90%**	78%	88%	91%	85%	98%	-	95%	56%	91%	91%	85%	82%	76%
At Meets Grade Level or Above	2023	53%	53%	**74%**	61%	69%	77%	44%	83%	*	71%	31%	77%	76%	68%	58%	51%
	2022	53%	54%	**73%**	60%	68%	76%	55%	94%	-	78%	33%	72%	76%	67%	60%	47%
At Masters Grade Level	2023	20%	21%	**34%**	21%	27%	38%	17%	59%	*	30%	9%	31%	35%	32%	20%	16%
	2022	25%	27%	**41%**	30%	34%	44%	25%	71%	-	36%	10%	44%	42%	38%	29%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	**92%**	80%	91%	93%	64%	100%	*	96%	68%	93%	93%	90%	85%	89%
	2022	72%	73%	**93%**	80%	92%	93%	84%	100%	-	95%	68%	94%	94%	89%	86%	84%
At Meets Grade Level or Above	2023	45%	46%	**72%**	57%	66%	75%	43%	88%	*	72%	38%	74%	74%	67%	57%	52%
	2022	42%	44%	**72%**	59%	63%	75%	53%	91%	-	79%	36%	77%	74%	65%	58%	50%
At Masters Grade Level	2023	19%	20%	**38%**	22%	31%	41%	36%	63%	*	37%	12%	42%	39%	34%	25%	22%
	2022	20%	22%	**44%**	26%	37%	47%	32%	77%	-	48%	14%	49%	46%	38%	29%	22%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**92%**	86%	91%	94%	83%	100%	-	92%	66%	90%	93%	91%	85%	83%
	2022	76%	76%	**91%**	83%	86%	93%	100%	89%	-	98%	68%	94%	93%	87%	83%	64%
At Meets Grade Level or Above	2023	47%	48%	**74%**	58%	67%	78%	83%	95%	-	79%	33%	67%	76%	68%	57%	44%
	2022	47%	49%	**72%**	54%	64%	77%	40%	84%	-	74%	38%	68%	75%	64%	59%	41%

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At Masters Grade Level	2023	18%	20%	**35%**	17%	24%	41%	0%	74%	-	42%	8%	33%	38%	29%	20%	15%
	2022	21%	23%	**40%**	29%	29%	45%	20%	74%	-	46%	16%	35%	43%	34%	26%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	78%	**89%**	86%	89%	88%	*	93%	-	92%	60%	67%	89%	86%	77%	75%
	2022	75%	75%	**88%**	92%	85%	89%	*	100%	-	86%	51%	90%	90%	80%	83%	71%
At Meets Grade Level or Above	2023	52%	52%	**68%**	62%	62%	70%	*	87%	-	68%	33%	67%	70%	61%	53%	36%
	2022	50%	51%	**68%**	67%	59%	72%	*	100%	-	57%	30%	65%	71%	55%	55%	46%
At Masters Grade Level	2023	27%	29%	**45%**	35%	37%	47%	*	53%	-	64%	21%	40%	48%	33%	33%	22%
	2022	30%	32%	**46%**	47%	36%	49%	*	81%	-	38%	17%	25%	49%	32%	33%	23%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	38%	**63%**	53%	60%	66%	*	64%	*	65%	43%	69%	64%	62%	39%	55%
	2022	36%	37%	**61%**	54%	44%	69%	*	100%	-	50%	33%	78%	64%	52%	41%	16%
Reading and Mathematics Including EOC	2023	37%	38%	**63%**	53%	60%	66%	*	64%	*	65%	43%	69%	64%	62%	39%	55%
	2022	36%	37%	**61%**	54%	44%	69%	*	100%	-	50%	33%	78%	64%	52%	41%	16%
Reading Including EOC	2023	50%	52%	**78%**	75%	76%	79%	*	73%	*	77%	50%	81%	78%	76%	58%	76%
	2022	51%	52%	**76%**	61%	67%	82%	*	100%	-	60%	54%	89%	78%	70%	63%	36%
Math Including EOC	2023	45%	46%	**68%**	59%	65%	70%	*	73%	*	69%	52%	75%	69%	65%	49%	55%
	2022	43%	44%	**65%**	64%	48%	72%	*	100%	-	60%	33%	83%	68%	56%	46%	24%
4th Graders																	
Reading and Mathematics	2023	38%	39%	**61%**	42%	49%	69%	*	86%	-	54%	27%	74%	65%	54%	42%	24%
	2022	36%	37%	**64%**	42%	46%	72%	*	100%	-	75%	29%	54%	66%	60%	46%	52%
Reading and Mathematics Including EOC	2023	38%	39%	**61%**	42%	49%	69%	*	86%	-	54%	27%	74%	65%	54%	42%	24%
	2022	36%	37%	**64%**	42%	46%	72%	*	100%	-	75%	29%	54%	66%	60%	46%	52%
Reading Including EOC	2023	48%	48%	**66%**	48%	55%	73%	*	86%	-	62%	30%	74%	68%	62%	46%	31%
	2022	54%	55%	**73%**	58%	66%	77%	*	100%	-	75%	34%	69%	73%	74%	58%	56%
Math Including EOC	2023	48%	49%	**72%**	58%	61%	78%	*	100%	-	85%	39%	84%	74%	67%	55%	38%
	2022	43%	44%	**74%**	63%	56%	81%	*	100%	-	81%	40%	54%	78%	68%	58%	56%
5th Graders																	
Reading and Mathematics	2023	43%	43%	**68%**	58%	60%	72%	*	100%	-	76%	26%	60%	72%	63%	49%	48%
	2022	41%	42%	**75%**	54%	70%	79%	*	60%	-	78%	45%	75%	77%	70%	65%	38%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	43%	**68%**	58%	60%	72%	*	100%	-	76%	26%	60%	72%	63%	49%	48%
	2022	41%	42%	**75%**	54%	70%	79%	*	60%	-	78%	45%	75%	77%	70%	65%	38%
Reading Including EOC	2023	57%	57%	**77%**	75%	76%	78%	*	100%	-	82%	35%	80%	79%	74%	60%	67%
	2022	58%	58%	**82%**	54%	78%	85%	*	60%	-	83%	54%	75%	83%	78%	73%	47%
Math Including EOC	2023	51%	51%	**77%**	63%	67%	82%	*	100%	-	82%	39%	73%	80%	71%	62%	58%
	2022	48%	49%	**82%**	62%	77%	86%	*	60%	-	83%	59%	100%	86%	76%	73%	44%
6th Graders																	
Reading and Mathematics	2023	35%	36%	**61%**	44%	56%	64%	*	43%	*	67%	33%	71%	64%	55%	50%	38%
	2022	31%	32%	**57%**	17%	51%	60%	*	100%	-	63%	18%	87%	59%	52%	36%	48%
Reading and Mathematics Including EOC	2023	35%	36%	**61%**	44%	56%	64%	*	43%	*	67%	33%	71%	64%	55%	50%	38%
	2022	31%	32%	**57%**	17%	51%	60%	*	100%	-	63%	18%	87%	59%	52%	36%	48%
Reading Including EOC	2023	52%	53%	**73%**	56%	68%	77%	*	57%	*	71%	38%	76%	77%	64%	64%	41%
	2022	43%	44%	**64%**	17%	58%	67%	*	100%	-	74%	20%	93%	67%	56%	45%	52%
Math Including EOC	2023	40%	41%	**68%**	50%	62%	71%	*	71%	*	71%	42%	76%	69%	65%	54%	50%
	2022	40%	41%	**69%**	28%	66%	72%	*	100%	-	84%	25%	87%	71%	67%	51%	61%
7th Graders																	
Reading and Mathematics	2023	37%	38%	**64%**	28%	61%	68%	*	100%	-	74%	18%	71%	64%	65%	47%	47%
	2022	32%	34%	**64%**	60%	58%	67%	*	71%	-	40%	10%	55%	67%	57%	48%	36%
Reading and Mathematics Including EOC	2023	38%	39%	**65%**	28%	61%	68%	*	100%	-	76%	18%	75%	65%	66%	47%	47%
	2022	33%	35%	**65%**	60%	58%	68%	*	75%	-	40%	12%	58%	68%	57%	48%	36%
Reading Including EOC	2023	55%	55%	**75%**	32%	74%	78%	*	100%	-	81%	24%	75%	76%	72%	60%	59%
	2022	56%	58%	**76%**	80%	73%	77%	*	88%	-	60%	31%	58%	77%	74%	67%	48%
Math Including EOC	2023	43%	44%	**71%**	40%	68%	73%	*	100%	-	76%	24%	81%	70%	72%	56%	53%
	2022	37%	39%	**72%**	67%	64%	75%	*	88%	-	60%	16%	67%	76%	61%	54%	48%
8th Graders																	
Reading and Mathematics	2023	31%	31%	**57%**	33%	65%	56%	*	50%	-	29%	20%	38%	61%	50%	48%	33%
	2022	27%	29%	**53%**	65%	56%	52%	*	*	-	29%	14%	60%	55%	50%	49%	50%
Reading and Mathematics Including EOC	2023	44%	45%	**70%**	57%	72%	71%	*	63%	-	38%	24%	55%	74%	60%	52%	38%
	2022	41%	43%	**64%**	67%	62%	65%	*	100%	-	58%	16%	64%	67%	57%	56%	60%
Reading Including EOC	2023	58%	58%	**78%**	78%	76%	79%	*	75%	-	38%	31%	73%	80%	72%	60%	42%
	2022	58%	60%	**74%**	78%	68%	76%	*	100%	-	75%	27%	73%	76%	68%	67%	65%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	53%	**79%**	65%	78%	80%	*	88%	-	63%	35%	58%	82%	70%	67%	62%
	2022	48%	50%	**76%**	78%	74%	77%	*	100%	-	75%	27%	73%	78%	72%	69%	65%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**63%**	44%	58%	66%	30%	71%	*	65%	29%	66%	65%	59%	46%	42%
	2022	34%	35%	**63%**	48%	54%	67%	50%	88%	-	63%	27%	70%	65%	57%	47%	40%
Reading and Mathematics Including EOC	2023	39%	40%	**65%**	47%	60%	68%	36%	74%	*	66%	30%	68%	67%	60%	46%	42%
	2022	36%	38%	**64%**	49%	55%	68%	50%	89%	-	65%	27%	70%	67%	58%	48%	41%
Reading Including EOC	2023	53%	54%	**74%**	61%	71%	77%	55%	80%	*	73%	36%	77%	76%	70%	58%	53%
	2022	53%	55%	**74%**	58%	68%	77%	58%	92%	-	74%	38%	78%	76%	70%	62%	50%
Math Including EOC	2023	47%	47%	**72%**	56%	67%	76%	45%	87%	*	75%	39%	76%	74%	69%	57%	52%
	2022	43%	44%	**73%**	60%	65%	77%	58%	92%	-	78%	35%	78%	76%	67%	58%	49%

* 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 STAAR Progress (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**58%**	59%	53%	60%	*	86%	-	63%	47%	55%	59%	56%	47%	38%
Grade 4 Mathematics	2023	63%	64%	**78%**	74%	76%	79%	*	86%	-	88%	63%	63%	80%	75%	69%	60%
Grade 5 ELA/Reading	2023	65%	65%	**77%**	70%	79%	77%	*	80%	-	82%	63%	69%	79%	73%	66%	82%
Grade 5 Mathematics	2023	71%	70%	**78%**	93%	76%	78%	*	80%	-	71%	81%	73%	76%	83%	74%	79%
Grade 6 ELA/Reading	2023	51%	52%	**59%**	47%	56%	61%	*	75%	*	62%	44%	65%	61%	53%	55%	44%
Grade 6 Mathematics	2023	54%	54%	**56%**	53%	54%	56%	*	75%	*	67%	43%	56%	53%	65%	52%	76%
Grade 7 ELA/Reading	2023	71%	72%	**80%**	63%	81%	81%	*	100%	-	74%	60%	80%	79%	84%	74%	78%
Grade 7 Mathematics	2023	56%	56%	**72%**	50%	76%	71%	*	100%	-	74%	42%	88%	69%	80%	68%	72%
Grade 8 ELA/Reading	2023	63%	62%	**73%**	82%	66%	76%	*	56%	-	67%	56%	82%	74%	70%	61%	67%
Grade 8 Mathematics	2023	74%	74%	**76%**	65%	76%	77%	*	80%	-	80%	63%	71%	77%	74%	81%	79%
End of Course English I	2023	57%	56%	**57%**	56%	54%	59%	*	100%	-	31%	34%	40%	57%	58%	52%	56%
End of Course English II	2023	74%	73%	**79%**	58%	77%	81%	*	80%	-	85%	68%	100%	80%	77%	75%	71%
End of Course Algebra I	2023	76%	78%	**79%**	85%	71%	82%	*	100%	-	80%	79%	77%	79%	82%	77%	74%
All Grades Both Subjects	2023	64%	64%	**71%**	67%	69%	72%	57%	84%	*	71%	57%	69%	71%	72%	65%	67%
All Grades ELA/Reading	2023	63%	62%	**69%**	63%	67%	71%	59%	82%	*	68%	54%	68%	70%	68%	61%	62%
All Grades Mathematics	2023	66%	66%	**73%**	72%	71%	74%	55%	87%	*	74%	61%	70%	72%	77%	70%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	**55%**	57%	42%	59%	*	-	-	*	38%	*	57%	50%	29%	20%
Grade 4 Mathematics	2023	27%	27%	**43%**	38%	39%	50%	*	-	-	-	21%	*	38%	48%	39%	30%
Grade 5 ELA/Reading	2023	37%	36%	**65%**	*	75%	74%	-	-	-	*	54%	*	70%	59%	42%	67%
Grade 5 Mathematics	2023	48%	45%	**73%**	50%	73%	83%	-	-	-	*	65%	*	80%	67%	73%	*
Grade 6 ELA/Reading	2023	26%	25%	**18%**	*	18%	17%	-	*	-	*	13%	-	21%	10%	8%	0%
Grade 6 Mathematics	2023	35%	34%	**58%**	*	55%	80%	-	-	-	-	20%	-	50%	71%	33%	57%
Grade 7 ELA/Reading	2023	39%	38%	**61%**	36%	72%	59%	-	-	-	-	33%	*	58%	65%	61%	75%
Grade 7 Mathematics	2023	22%	20%	**27%**	0%	35%	30%	-	-	-	-	5%	-	26%	28%	28%	*
Grade 8 ELA/Reading	2023	39%	37%	**60%**	*	54%	65%	-	-	-	*	39%	*	61%	57%	57%	67%
Grade 8 Mathematics	2023	49%	48%	**74%**	80%	67%	77%	-	-	-	*	56%	*	71%	79%	65%	83%
End of Course English I	2023	26%	25%	**36%**	*	38%	30%	-	-	-	*	33%	*	24%	50%	31%	*
End of Course English II	2023	41%	40%	**46%**	50%	50%	41%	*	-	-	*	39%	*	42%	53%	59%	29%
End of Course Algebra I	2023	58%	57%	**77%**	*	82%	71%	-	-	-	*	69%	-	75%	80%	73%	*
All Grades Both Subjects	2023	38%	37%	**53%**	39%	54%	57%	*	*	-	50%	39%	70%	52%	55%	50%	49%
All Grades ELA/Reading	2023	35%	34%	**50%**	38%	52%	52%	*	*	-	33%	37%	67%	49%	53%	46%	40%
All Grades Mathematics	2023	40%	39%	**57%**	40%	55%	63%	*	-	-	80%	41%	*	57%	58%	54%	61%

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	76%	**91%**	84%	84%	-	-	-	-	80%	-	80%	-	81%	92%	81%	97%
	2022	74%	74%	**91%**	68%	68%	-	-	-	-	74%	-	74%	-	92%	91%	73%	96%
At Meets Grade Level or Above	2023	49%	50%	**73%**	45%	45%	-	-	-	-	42%	-	42%	-	56%	74%	44%	87%
	2022	48%	49%	**72%**	31%	31%	-	-	-	-	45%	-	45%	-	46%	73%	41%	80%
At Masters Grade Level	2023	20%	21%	**37%**	16%	16%	-	-	-	-	11%	-	11%	-	13%	37%	13%	54%
	2022	23%	25%	**42%**	11%	11%	-	-	-	-	13%	-	13%	-	15%	43%	12%	44%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	**91%**	85%	85%	-	-	-	-	74%	-	74%	-	71%	92%	78%	96%
	2022	75%	75%	**90%**	77%	77%	-	-	-	-	67%	-	67%	-	*	90%	71%	94%
At Meets Grade Level or Above	2023	53%	53%	**74%**	50%	50%	-	-	-	-	42%	-	42%	-	57%	75%	46%	87%
	2022	53%	54%	**73%**	38%	38%	-	-	-	-	41%	-	41%	-	*	75%	40%	80%
At Masters Grade Level	2023	20%	21%	**34%**	23%	23%	-	-	-	-	6%	-	6%	-	0%	35%	12%	43%
	2022	25%	27%	**41%**	19%	19%	-	-	-	-	10%	-	10%	-	*	42%	13%	37%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	**92%**	85%	85%	-	-	-	-	90%	-	90%	-	86%	92%	88%	100%
	2022	72%	73%	**93%**	75%	75%	-	-	-	-	85%	-	85%	-	*	93%	82%	98%
At Meets Grade Level or Above	2023	45%	46%	**72%**	45%	45%	-	-	-	-	50%	-	50%	-	43%	73%	48%	92%
	2022	42%	44%	**72%**	32%	32%	-	-	-	-	52%	-	52%	-	*	73%	45%	80%
At Masters Grade Level	2023	19%	20%	**38%**	11%	11%	-	-	-	-	21%	-	21%	-	29%	38%	17%	67%
	2022	20%	22%	**44%**	6%	6%	-	-	-	-	21%	-	21%	-	*	45%	15%	55%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**92%**	73%	73%	-	-	-	-	82%	-	82%	-	*	93%	80%	100%
	2022	76%	76%	**91%**	18%	18%	-	-	-	-	72%	-	72%	-	*	92%	59%	97%
At Meets Grade Level or Above	2023	47%	48%	**74%**	27%	27%	-	-	-	-	38%	-	38%	-	*	75%	36%	87%
	2022	47%	49%	**72%**	6%	6%	-	-	-	-	44%	-	44%	-	*	74%	34%	76%
At Masters Grade Level	2023	18%	20%	**35%**	9%	9%	-	-	-	-	4%	-	4%	-	*	37%	6%	48%
	2022	21%	23%	**40%**	0%	0%	-	-	-	-	2%	-	2%	-	*	42%	3%	39%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	78%	**89%**	-	-	-	-	-	-	67%	-	67%	-	-	89%	67%	92%
	2022	75%	75%	**88%**	-	-	-	-	-	-	67%	-	67%	-	*	88%	65%	95%
At Meets Grade Level or Above	2023	52%	52%	**68%**	-	-	-	-	-	-	22%	-	22%	-	-	69%	22%	81%
	2022	50%	51%	**68%**	-	-	-	-	-	-	42%	-	42%	-	*	68%	38%	80%
At Masters Grade Level	2023	27%	29%	**45%**	-	-	-	-	-	-	7%	-	7%	-	-	45%	7%	69%
	2022	30%	32%	**46%**	-	-	-	-	-	-	17%	-	17%	-	*	47%	15%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**71%**	62%	62%	-	-	-	-	67%	-	67%	-	70%	71%	65%	85%
All Grades ELA/Reading	2023	63%	62%	**69%**	56%	56%	-	-	-	-	62%	-	62%	-	60%	69%	60%	82%

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

BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	66%	**73%**	68%	68%	-	-	-	-	73%	-	73%	-	80%	73%	71%	91%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**53%**	33%	33%	-	-	-	-	57%	-	57%	-	*	54%	49%	*
All Grades ELA/Reading	2023	35%	34%	**50%**	25%	25%	-	-	-	-	47%	-	47%	-	*	52%	40%	*
All Grades Mathematics	2023	40%	39%	**57%**	40%	40%	-	-	-	-	75%	-	75%	-	*	57%	61%	*

* 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 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%	93%	**96%**	89%	93%	97%	100%	97%	*	98%	94%	93%	98%	90%	93%	86%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	6%	2%	0%	1%	*	2%	4%	7%	2%	9%	6%	9%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	0%	3%	*	0%	1%	0%	0%	1%	1%	4%
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%	100%	100%	100%	100%
Included in Accountability	92%	92%	**95%**	90%	92%	97%	100%	95%	*	98%	94%	93%	98%	90%	92%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	9%	6%	2%	0%	2%	*	2%	4%	6%	2%	9%	7%	9%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	1%	0%	0%	3%	*	0%	1%	1%	0%	1%	1%	9%
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%**	99%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**96%**	90%	92%	97%	100%	96%	*	98%	94%	95%	98%	90%	92%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	10%	7%	2%	0%	0%	*	2%	5%	5%	2%	9%	7%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	4%	*	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	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%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	93%	**96%**	88%	94%	97%	100%	100%	-	100%	94%	89%	98%	91%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	12%	6%	2%	0%	0%	-	0%	4%	11%	2%	9%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	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%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	84%	95%	98%	*	100%	-	100%	97%	88%	99%	89%	96%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	16%	5%	2%	*	0%	-	0%	2%	12%	1%	10%	4%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	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%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**99%**	*	100%	99%	-	*	-	*	-	-	100%	86%	90%	-
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%	93%	**96%**	95%	94%	97%	100%	100%	-	86%	94%	95%	98%	89%	94%	90%
Not Included in Accountability: Mobile	5%	4%	**4%**	5%	6%	3%	0%	0%	-	13%	4%	5%	2%	10%	6%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	3%
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%	-	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**95%**	94%	93%	96%	100%	100%	-	86%	95%	93%	98%	89%	93%	87%
Not Included in Accountability: Mobile	5%	4%	**4%**	6%	6%	3%	0%	0%	-	13%	4%	6%	2%	10%	6%	7%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	1%	1%	0%	0%	0%	-	0%	1%	1%	0%	1%	1%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	1%	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%	93%	**95%**	93%	93%	96%	100%	100%	-	88%	95%	94%	98%	89%	93%	90%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	7%	6%	4%	0%	0%	-	12%	4%	6%	2%	11%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	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%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	100%	94%	97%	100%	100%	-	82%	94%	97%	98%	90%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	6%	2%	0%	0%	-	18%	4%	3%	1%	9%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	1%
Not Tested	2%	2%	**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%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	100%	96%	98%	*	100%	-	91%	93%	100%	99%	93%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	4%	1%	*	0%	-	9%	6%	0%	1%	6%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**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%
Accelerated Testers																
SAT/ACT Participant	89%	90%	**97%**	*	93%	98%	*	*	-	*	*	-	98%	93%	94%	-

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.5%	**94.6%**	95.2%	94.4%	94.6%	95.3%	96.8%	-	94.7%	93.2%	93.3%	94.8%
2020-21	95.0%	94.8%	**95.9%**	96.5%	95.8%	95.9%	94.3%	98.2%	-	95.8%	94.5%	94.5%	96.3%
Chronic Absenteeism													
2021-22	25.7%	24.1%	**12.8%**	14.6%	13.7%	12.3%	4.3%	5.7%	-	15.0%	19.1%	21.7%	11.2%
2020-21	15.0%	15.4%	**8.6%**	6.4%	8.7%	8.8%	5.0%	1.3%	-	10.3%	15.1%	15.7%	6.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.9%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	1.1%	**0.0%**	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%	2.3%	**0.3%**	0.0%	0.5%	0.2%	0.0%	0.0%	-	0.0%	0.5%	0.8%	6.5%
2020-21	2.4%	2.4%	**0.1%**	0.0%	0.0%	0.1%	14.3%	0.0%	-	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	89.1%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Received TxCHSE	0.3%	0.3%	**0.2%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.5%	3.7%	**0.4%**	0.0%	0.9%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.4%	6.9%	**0.9%**	0.0%	0.9%	1.0%	*	0.0%	-	0.0%	0.0%	2.9%	*
Graduates and TxCHSE	90.0%	89.4%	**98.7%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Graduates, TxCHSE, and Continuers	93.6%	93.1%	**99.1%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*
Class of 2021													
Graduated	90.0%	90.0%	**98.7%**	100.0%	97.9%	98.8%	-	100.0%	-	100.0%	95.5%	94.3%	100.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	**1.0%**	0.0%	2.1%	0.8%	-	0.0%	-	0.0%	0.0%	4.3%	0.0%
Dropped Out	5.8%	5.9%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	90.3%	90.3%	**98.7%**	100.0%	97.9%	98.8%	-	100.0%	-	100.0%	95.5%	94.3%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	92.3%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	92.7%	92.6%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	91.8%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.7%	**1.1%**	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	92.7%	92.3%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	93.3%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.3%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.8%	**1.1%**	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	93.2%	92.8%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	93.2%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Class of 2019													
Graduated	92.6%	91.8%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	7.0%	**0.6%**	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	93.2%	92.4%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	93.8%	93.0%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	89.1%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Class of 2021	90.0%	90.0%	**98.5%**	100.0%	96.9%	98.8%	-	100.0%	-	100.0%	91.3%	93.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	76.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	98.8%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.3%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.4%	0.0%	*
Class of 2021	3.8%	3.9%	**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%	82.5%	**95.9%**	83.3%	95.5%	96.2%	*	100.0%	-	100.0%	48.3%	93.0%	*
Class of 2021	81.9%	80.1%	**97.1%**	94.4%	93.6%	98.8%	-	100.0%	-	88.9%	71.4%	97.0%	87.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	85.8%	**96.1%**	83.3%	95.5%	96.6%	*	100.0%	-	100.0%	51.7%	93.0%	*
Class of 2021	85.7%	84.1%	**97.1%**	94.4%	93.6%	98.8%	-	100.0%	-	88.9%	71.4%	97.0%	87.5%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	25.8%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	55.8%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.3%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.2%	0.0%	*
2020-21	3.8%	3.9%	**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%	80.3%	**95.3%**	83.3%	93.9%	95.9%	*	100.0%	-	100.0%	45.2%	91.4%	*
2020-21	80.4%	78.6%	**96.4%**	94.7%	92.6%	98.0%	-	100.0%	-	88.9%	62.5%	95.5%	85.7%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	83.6%	**95.5%**	83.3%	93.9%	96.2%	*	100.0%	-	100.0%	48.4%	91.4%	*
2020-21	84.1%	82.4%	**96.4%**	94.7%	92.6%	98.0%	-	100.0%	-	88.9%	62.5%	95.5%	85.7%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	445	100.0%	368,686	100.0%
By Ethnicity:				
African American	12	2.7%	45,227	12.3%
Hispanic	114	25.6%	191,125	51.8%
White	293	65.8%	103,171	28.0%
American Indian	2	0.4%	1,159	0.3%
Asian	7	1.6%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	17	3.8%	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)	20	4.5%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	0.2%	14,179	3.8%
Foundation H.S. Program (DLA)	424	95.3%	302,917	82.2%
Special Education Graduates	31	7.0%	32,447	8.8%
Economically Disadvantaged Graduates	105	23.6%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	0.7%	40,398	11.0%
At-Risk Graduates	97	21.8%	159,689	43.3%
CTE Completers	81	18.2%	107,502	29.2%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	66.7%	**83.6%**	58.3%	80.7%	86.3%	*	100.0%	-	70.6%	80.6%	75.2%	*
2020-21	65.2%	61.9%	**76.9%**	68.4%	72.3%	77.8%	-	100.0%	-	88.9%	83.3%	67.2%	71.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	51.5%	**59.8%**	41.7%	43.9%	66.2%	*	85.7%	-	58.8%	9.7%	35.2%	*
2020-21	52.7%	50.2%	**62.6%**	52.6%	59.6%	61.9%	-	100.0%	-	88.9%	8.3%	47.8%	42.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	55.2%	**64.3%**	58.3%	50.0%	70.3%	*	85.7%	-	52.9%	12.9%	45.7%	*
2020-21	56.1%	52.0%	**65.7%**	63.2%	59.6%	67.1%	-	90.9%	-	66.7%	12.5%	46.3%	14.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	47.5%	**49.9%**	33.3%	28.9%	57.7%	*	85.7%	-	52.9%	9.7%	28.6%	*
2020-21	45.7%	43.0%	**45.5%**	42.1%	41.5%	44.8%	-	81.8%	-	66.7%	4.2%	32.8%	14.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	41.1%	**45.4%**	33.3%	27.2%	52.2%	*	85.7%	-	41.2%	9.7%	24.8%	*
2020-21	40.4%	37.7%	**42.3%**	36.8%	36.2%	42.9%	-	81.8%	-	55.6%	4.2%	28.4%	14.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	24.0%	**28.3%**	0.0%	21.1%	31.4%	*	57.1%	-	35.3%	3.2%	16.2%	*
2020-21	21.3%	24.9%	**30.6%**	21.1%	30.9%	30.6%	-	45.5%	-	33.3%	4.2%	20.9%	14.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	2.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
2020-21	2.6%	2.4%	**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%	20.6%	**35.7%**	16.7%	30.7%	38.9%	*	42.9%	-	29.4%	9.7%	19.0%	*
2020-21	25.9%	22.2%	**44.9%**	42.1%	39.4%	46.0%	-	54.5%	-	66.7%	4.2%	26.9%	14.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	2.2%	**4.9%**	0.0%	2.6%	6.1%	*	0.0%	-	5.9%	0.0%	0.0%	*
2020-21	4.4%	2.0%	**0.8%**	0.0%	1.1%	0.8%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	29.7%	**54.8%**	33.3%	57.0%	55.6%	*	57.1%	-	47.1%	80.6%	55.2%	*
2020-21	24.2%	22.1%	**35.8%**	26.3%	31.9%	39.7%	-	9.1%	-	22.2%	83.3%	38.8%	28.6%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.5%	**50.6%**	33.3%	50.0%	52.6%	*	57.1%	-	35.3%	25.8%	47.6%	*

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.8%	**27.8%**	21.1%	22.3%	31.7%	-	9.1%	-	11.1%	16.7%	28.4%	28.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.5%	**0.9%**	0.0%	1.8%	0.3%	*	0.0%	-	5.9%	0.0%	2.9%	*
2020-21	0.7%	0.4%	**4.4%**	0.0%	5.3%	4.4%	-	0.0%	-	11.1%	0.0%	4.5%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.6%	**2.2%**	0.0%	2.6%	2.4%	*	0.0%	-	0.0%	32.3%	4.8%	*
2020-21	2.4%	2.3%	**2.6%**	5.3%	3.2%	2.4%	-	0.0%	-	0.0%	41.7%	3.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	4.4%	4.0%	**3.9%**	5.3%	3.2%	4.4%	-	0.0%	-	0.0%	62.5%	6.0%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	15.6%	**10.3%**	16.7%	10.5%	10.2%	*	14.3%	-	5.9%	0.0%	9.5%	*
	2020-21	25.9%	17.6%	**21.3%**	26.3%	18.1%	21.8%	-	36.4%	-	11.1%	0.0%	17.9%	14.3%
Mathematics	2021-22	18.7%	14.4%	**8.8%**	25.0%	5.3%	8.9%	*	14.3%	-	17.6%	0.0%	6.7%	*
	2020-21	19.4%	14.6%	**6.5%**	36.8%	3.2%	5.2%	-	18.2%	-	0.0%	0.0%	9.0%	14.3%
Both Subjects	2021-22	12.6%	8.0%	**2.9%**	8.3%	1.8%	2.7%	*	14.3%	-	5.9%	0.0%	1.9%	*
	2020-21	14.4%	9.5%	**2.9%**	15.8%	1.1%	2.0%	-	18.2%	-	0.0%	0.0%	3.0%	14.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	8.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2020-21	8.6%	5.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	11.7%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2020-21	10.3%	6.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	5.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2020-21	4.9%	2.8%	**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%	25.5%	**30.4%**	13.3%	27.0%	32.3%	*	56.3%	-	28.0%	4.1%	17.9%	7.7%
	2021	21.1%	23.9%	**33.2%**	18.5%	28.5%	34.7%	*	64.7%	-	29.6%	5.7%	23.3%	9.1%
English Language Arts	2022	13.2%	14.3%	**18.5%**	6.7%	14.3%	21.2%	*	31.3%	-	4.0%	0.0%	8.5%	0.0%
	2021	12.1%	13.7%	**19.9%**	3.7%	15.5%	22.4%	*	41.2%	-	3.7%	1.9%	11.7%	0.0%
Mathematics	2022	6.9%	8.2%	**6.7%**	0.0%	4.0%	7.9%	*	31.3%	-	0.0%	0.0%	3.8%	0.0%
	2021	6.1%	7.5%	**7.5%**	7.4%	7.7%	7.2%	*	29.4%	-	0.0%	1.9%	5.5%	9.1%
Science	2022	9.6%	11.0%	**14.8%**	6.7%	11.9%	15.6%	*	50.0%	-	12.0%	2.7%	7.1%	0.0%
	2021	8.7%	9.9%	**13.1%**	7.4%	11.1%	13.5%	*	35.3%	-	11.1%	3.8%	6.7%	0.0%
Social Studies	2022	12.5%	14.6%	**21.3%**	3.3%	15.5%	24.4%	*	43.8%	-	16.0%	1.4%	12.3%	0.0%
	2021	11.6%	14.0%	**24.4%**	14.8%	21.7%	25.5%	*	52.9%	-	14.8%	1.9%	17.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	54.5%	**67.5%**	*	61.8%	70.3%	-	66.7%	-	71.4%	*	57.9%	*
	2021	48.6%	51.3%	**64.3%**	60.0%	59.3%	65.6%	*	72.7%	-	75.0%	*	52.6%	*
English Language Arts	2022	53.2%	53.6%	**80.6%**	*	69.4%	83.3%	-	100.0%	-	*	-	77.8%	-
	2021	42.7%	44.9%	**65.7%**	*	59.4%	68.5%	*	57.1%	-	*	*	57.9%	-
Mathematics	2022	50.4%	51.9%	**59.7%**	-	50.0%	59.6%	-	80.0%	-	-	-	50.0%	-
	2021	49.4%	51.4%	**57.1%**	*	37.5%	67.5%	-	60.0%	-	-	*	33.3%	*
Science	2022	44.7%	47.2%	**54.4%**	*	50.0%	55.9%	-	62.5%	-	*	*	60.0%	-
	2021	41.4%	44.4%	**50.5%**	*	39.1%	52.0%	-	83.3%	-	*	*	9.1%	-

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	44.3%	**47.4%**	*	46.2%	46.9%	-	71.4%	-	*	*	50.0%	-
	2021	42.2%	45.3%	**53.4%**	*	46.7%	54.6%	*	66.7%	-	*	*	42.9%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	77.2%	**88.3%**	66.7%	86.0%	90.1%	*	85.7%	-	88.2%	32.3%	79.6%	*
	2020-21	70.8%	78.0%	**75.6%**	89.5%	73.4%	74.6%	-	90.9%	-	77.8%	33.3%	61.2%	42.9%
At/Above Criterion for All Examinees	2021-22	32.1%	33.9%	**44.0%**	12.5%	29.6%	50.0%	*	83.3%	-	33.3%	30.0%	26.8%	*
	2020-21	32.9%	33.5%	**48.1%**	23.5%	46.4%	50.0%	-	60.0%	-	57.1%	12.5%	31.7%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1000	**1040**	971	986	1063	*	1205	-	978	878	981	*
	2020-21	1002	1000	**1054**	994	1027	1068	-	1084	-	1040	915	994	900
English Language Arts and Writing	2021-22	506	503	**519**	495	489	531	*	598	-	480	445	487	*
	2020-21	504	501	**523**	506	508	532	-	519	-	491	460	492	427
Mathematics	2021-22	496	497	**521**	476	496	532	*	607	-	498	433	494	*
	2020-21	498	499	**531**	487	519	536	-	565	-	549	455	501	473
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	20.7	**23.8**	-	25.3	22.6	-	*	-	*	-	*	-
	2020-21	20.0	20.4	**24.4**	19.3	24.8	24.9	-	-	-	-	-	20.0	-
English Language Arts	2021-22	19.2	20.5	**23.6**	-	25.1	22.4	-	*	-	*	-	*	-
	2020-21	19.6	19.9	**23.8**	18.7	24.1	24.3	-	-	-	-	-	21.5	-
Mathematics	2021-22	19.3	20.4	**23.8**	-	25.5	22.8	-	*	-	*	-	*	-
	2020-21	19.9	20.5	**25.2**	20.0	25.0	25.8	-	-	-	-	-	20.0	-
Science	2021-22	19.8	21.0	**23.9**	-	25.3	22.7	-	*	-	*	-	*	-
	2020-21	20.3	20.7	**24.0**	19.7	25.0	24.3	-	-	-	-	-	18.0	-

- Indicates there are no students in the group.
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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	44.7%	**46.3%**	36.9%	42.2%	48.1%	33.3%	67.9%	-	46.8%	9.9%	31.8%	18.2%
	2020-21	42.5%	39.7%	**46.7%**	45.8%	40.1%	48.7%	42.9%	80.6%	-	39.6%	19.0%	30.4%	20.0%
English Language Arts	2021-22	16.6%	18.5%	**11.3%**	4.7%	9.1%	12.9%	0.0%	22.2%	-	3.3%	0.5%	5.9%	0.0%
	2020-21	16.3%	16.2%	**13.2%**	9.3%	10.6%	14.1%	16.7%	29.0%	-	11.5%	1.5%	6.7%	0.0%
Mathematics	2021-22	19.9%	20.2%	**23.0%**	16.1%	19.2%	24.8%	0.0%	40.7%	-	23.3%	1.7%	15.5%	2.3%
	2020-21	19.3%	17.8%	**22.2%**	23.2%	19.4%	22.8%	16.7%	54.8%	-	11.8%	2.3%	15.1%	14.3%
Science	2021-22	21.1%	19.4%	**21.0%**	12.5%	19.7%	21.8%	22.2%	32.1%	-	18.3%	5.6%	17.0%	2.3%
	2020-21	20.6%	17.2%	**20.9%**	28.1%	19.0%	21.2%	16.7%	32.3%	-	15.4%	16.8%	14.2%	17.2%
Social Studies	2021-22	22.8%	23.2%	**30.6%**	17.5%	25.5%	32.8%	22.2%	60.7%	-	32.2%	2.6%	15.5%	2.3%
	2020-21	22.8%	21.5%	**33.1%**	23.7%	27.7%	35.2%	14.3%	71.0%	-	24.5%	2.9%	17.5%	3.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	49.3%	**68.3%**	73.7%	69.1%	67.5%	-	81.8%	-	55.6%	41.7%	47.8%	28.6%
	2019-20	46.1%	46.7%	**63.0%**	26.7%	67.3%	62.9%	*	85.7%	*	42.9%	19.0%	49.3%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

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	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**7,318**	**100.0%**	**5,504,150**	**100.0%**	**7,339**	**100.0%**	**5,518,432**	**100.0%**
Students by Grade								
Early Childhood Education	45	0.6%	17,201	0.3%	61	0.8%	25,110	0.5%
Pre-Kindergarten	203	2.8%	243,493	4.4%	203	2.8%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	203	2.8%	203,294	3.7%	203	2.8%	203,749	3.7%
Kindergarten	540	7.4%	367,180	6.7%	540	7.4%	367,633	6.7%
Grade 1	565	7.7%	399,048	7.2%	565	7.7%	399,419	7.2%
Grade 2	565	7.7%	395,639	7.2%	565	7.7%	395,969	7.2%
Grade 3	608	8.3%	393,583	7.2%	609	8.3%	393,871	7.1%
Grade 4	565	7.7%	393,765	7.2%	565	7.7%	394,020	7.1%
Grade 5	499	6.8%	395,111	7.2%	499	6.8%	395,384	7.2%
Grade 6	567	7.7%	399,341	7.3%	569	7.8%	399,557	7.2%
Grade 7	609	8.3%	409,362	7.4%	609	8.3%	409,566	7.4%
Grade 8	555	7.6%	425,589	7.7%	555	7.6%	425,758	7.7%
Grade 9	552	7.5%	477,875	8.7%	552	7.5%	478,101	8.7%
Grade 10	574	7.8%	436,752	7.9%	574	7.8%	437,002	7.9%
Grade 11	429	5.9%	385,894	7.0%	429	5.8%	386,246	7.0%
Grade 12	442	6.0%	364,317	6.6%	444	6.0%	366,512	6.6%
Ethnic Distribution								
African American	317	4.3%	705,310	12.8%	317	4.3%	706,775	12.8%
Hispanic	2,127	29.1%	2,915,219	53.0%	2,133	29.1%	2,921,416	52.9%
White	4,492	61.4%	1,410,571	25.6%	4,507	61.4%	1,416,240	25.7%
American Indian	24	0.3%	17,920	0.3%	24	0.3%	17,976	0.3%
Asian	113	1.5%	280,306	5.1%	113	1.5%	280,742	5.1%
Pacific Islander	3	0.0%	8,696	0.2%	3	0.0%	8,718	0.2%
Two or More Races	242	3.3%	166,128	3.0%	242	3.3%	166,565	3.0%
Sex								
Female	3,622	49.5%	2,688,496	48.8%	3,625	49.4%	2,693,780	48.8%
Male	3,696	50.5%	2,815,654	51.2%	3,714	50.6%	2,824,652	51.2%
Other Student Cohorts								
Economically Disadvantaged	2,161	29.5%	3,415,987	62.1%	2,162	29.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	5,157	70.5%	2,088,163	37.9%	5,177	70.5%	2,097,215	38.0%
Section 504 Students	611	8.3%	407,619	7.4%	611	8.3%	407,904	7.4%
EB Students/EL	361	4.9%	1,269,408	23.1%	362	4.9%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	114	1.6%	87,162	1.5%				
Students w/ Dyslexia	466	6.4%	302,409	5.5%	466	6.3%	302,615	5.5%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	2	0.0%	13,415	0.2%	2	0.0%	13,453	0.2%
Homeless	17	0.2%	72,534	1.3%	17	0.2%	72,654	1.3%
Immigrant	41	0.6%	122,390	2.2%	41	0.6%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	4,157	56.8%	3,555,650	64.6%	4,176	56.9%	3,563,890	64.6%
Military Connected	763	10.4%	199,203	3.6%	763	10.4%	199,325	3.6%
At-Risk	2,342	32.0%	2,935,164	53.3%	2,343	31.9%	2,938,753	53.3%
Students by Instructional Program								
Bilingual/ESL Education	357	4.9%	1,278,846	23.2%	357	4.9%	1,279,697	23.2%
Career and Technical Education	1,397	19.1%	1,459,380	26.5%	1,397	19.0%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	1,270	63.6%	1,203,083	72.3%	1,270	63.5%	1,203,363	72.2%
Gifted and Talented Education	424	5.8%	453,585	8.2%	424	5.8%	453,689	8.2%
Special Education	832	11.4%	693,061	12.6%	853	11.6%	702,785	12.7%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**832**		**693,060**					
Students with Intellectual Disabilities	333	40.0%	305,800	44.1%				
Students with Physical Disabilities	156	18.8%	138,820	20.0%				
Students with Autism	164	19.7%	107,586	15.5%				
Students with Behavioral Disabilities	155	18.6%	130,018	18.8%				
Students with Non-Categorical Early Childhood	24	2.9%	10,836	1.6%				
Mobility (2021-22)								
Total Mobile Students	**750**	**11.4%**	**893,031**	**16.8%**				
African American	48	0.7%	176,665	3.3%				
Hispanic	247	3.7%	462,284	8.7%				
White	412	6.3%	180,620	3.4%				
American Indian	1	0.0%	3,221	0.1%				
Asian	3	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	39	0.6%	29,458	0.6%				
Special Ed Students who are Mobile	118	14.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	48	17.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	369	20.3%	604,295	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**277**	**8.8%**	**751,495**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.0%	1.5%	1.8%	4.5%
Grade 1	0.2%	2.5%	6.1%	3.6%
Grade 2	0.2%	1.6%	3.7%	2.0%
Grade 3	0.2%	0.8%	1.4%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.2%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	3.4%	0.5%
Grade 8	0.2%	0.4%	0.0%	0.5%
Grade 9	3.3%	8.7%	8.9%	12.6%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	1	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.6	18.7
Grade 1	18.6	19.1
Grade 2	18.6	19.1
Grade 3	19.1	19.3
Grade 4	19.6	19.4
Grade 5	19.0	20.8
Grade 6	21.8	19.2
Secondary		
English/Language Arts	22.9	16.2
Foreign Languages	22.8	18.8
Mathematics	23.1	17.5
Science	23.5	18.5
Social Studies	24.4	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**1,147.0**	**100.0%**	**763,729.4**	**100.0%**
Professional Staff	716.0	62.4%	489,326.8	64.1%
Teachers	545.8	47.6%	371,646.7	48.7%
Professional Support	121.3	10.6%	82,878.8	10.9%
Campus Administration (School Leadership)	33.9	3.0%	25,300.5	3.3%
Central Administration	15.0	1.3%	9,500.8	1.2%
Educational Aides	135.7	11.8%	86,185.9	11.3%
Auxiliary Staff	295.3	25.7%	188,216.7	24.6%
Librarians and Counselors (Headcount)				
Full-time Librarians	6.0	n/a	4,258.0	n/a
Part-time Librarians	2.0	n/a	646.0	n/a
Full-time Counselors	15.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff	**251.5**	**21.9%**	**406,630.8**	**53.2%**
Teachers by Ethnicity				
African American	13.0	2.4%	44,033.4	11.8%
Hispanic	45.5	8.3%	110,015.9	29.6%
White	480.3	88.0%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	1.0	0.2%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	6.0	1.1%	4,531.1	1.2%
Teachers by Sex				
Males	87.6	16.0%	90,752.5	24.4%
Females	458.2	84.0%	280,894.2	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	387.3	71.0%	268,238.6	72.2%
Masters	154.5	28.3%	92,878.9	25.0%
Doctorate	4.0	0.7%	2,938.0	0.8%
Teachers by Years of Experience				
Beginning Teachers	10.0	1.8%	36,179.6	9.7%
1-5 Years Experience	70.5	12.9%	97,667.0	26.3%
6-10 Years Experience	117.1	21.5%	76,209.5	20.5%
11-20 Years Experience	228.7	41.9%	101,173.2	27.2%
21-30 Years Experience	104.5	19.2%	49,550.0	13.3%
Over 30 Years Experience	15.0	2.7%	10,867.4	2.9%
Number of Students per Teacher	13.4	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.3	6.1
Average Years Experience of Principals with District	3.1	5.3
Average Years Experience of Assistant Principals	5.8	5.2
Average Years Experience of Assistant Principals with District	3.4	4.4
Average Years Experience of Teachers	14.2	11.0
Average Years Experience of Teachers with District	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$64,665	$53,300
1-5 Years Experience	$67,934	$56,516
6-10 Years Experience	$70,996	$59,732
11-20 Years Experience	$79,937	$63,389
21-30 Years Experience	$84,383	$67,876
Over 30 Years Experience	$91,410	$72,560
Average Actual Salaries (regular duties only)		
Teachers	$77,355	$60,717
Professional Support	$86,643	$72,022
Campus Administration (School Leadership)	$94,337	$85,167
Central Administration	$159,079	$112,702
Instructional Staff Percent	64.9%	65.1%
Turnover Rate for Teachers	8.7%	21.4%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	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	17	$3,281	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	12.5	2.3%	22,050.2	5.9%
Career and Technical Education	18.7	3.4%	19,907.7	5.4%
Compensatory Education	22.0	4.0%	11,928.5	3.2%
Gifted and Talented Education	12.9	2.4%	6,181.8	1.7%
Regular Education	431.8	79.1%	262,398.5	70.6%
Special Education	47.9	8.8%	36,110.2	9.7%
Other	0.0	0.0%	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: BARBERS HILL ISD

Campus Name: EARLY CHILDHOOD CENTER

Campus Number: 036902302

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

This campus is not rated on STAAR 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).

	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%	94.6%	**94.3%**	95.2%	93.9%	94.5%	-	93.2%	-	93.4%	92.7%	93.1%	92.6%
2020-21	95.0%	95.9%	**96.2%**	96.5%	95.8%	96.3%	-	97.7%	-	96.4%	94.6%	94.6%	96.7%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**12.7%**	11.5%	14.5%	10.8%	-	22.2%	-	26.3%	20.4%	20.1%	20.7%
2020-21	15.0%	8.6%	**6.8%**	13.3%	9.5%	5.6%	-	0.0%	-	4.3%	18.8%	17.0%	3.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-

	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%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**788**	**100.0%**	**7,318**	**5,504,150**	**804**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Early Childhood Education	45	5.7%	0.6%	0.3%	61	7.6%	0.8%	0.5%
Pre-Kindergarten	203	25.8%	2.8%	4.4%	203	25.2%	2.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	203	25.8%	2.8%	3.7%	203	25.2%	2.8%	3.7%
Kindergarten	540	68.5%	7.4%	6.7%	540	67.2%	7.4%	6.7%
Ethnic Distribution								
African American	29	3.7%	4.3%	12.8%	29	3.6%	4.3%	12.8%
Hispanic	246	31.2%	29.1%	53.0%	249	31.0%	29.1%	52.9%
White	476	60.4%	61.4%	25.6%	489	60.8%	61.4%	25.7%
American Indian	3	0.4%	0.3%	0.3%	3	0.4%	0.3%	0.3%
Asian	12	1.5%	1.5%	5.1%	12	1.5%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	22	2.8%	3.3%	3.0%	22	2.7%	3.3%	3.0%
Sex								
Female	391	49.6%	49.5%	48.8%	394	49.0%	49.4%	48.8%
Male	397	50.4%	50.5%	51.2%	410	51.0%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	286	36.3%	29.5%	62.1%	287	35.7%	29.5%	62.0%
Non-Educationally Disadvantaged	502	63.7%	70.5%	37.9%	517	64.3%	70.5%	38.0%
Section 504 Students	6	0.8%	8.3%	7.4%	6	0.7%	8.3%	7.4%
EB Students/EL	60	7.6%	4.9%	23.1%	61	7.6%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	0	0.0%	6.4%	5.5%	0	0.0%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.4%	0.2%	1.3%	3	0.4%	0.2%	1.3%
Immigrant	4	0.5%	0.6%	2.2%	4	0.5%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	788	100.0%	56.8%	64.6%	804	100.0%	56.9%	64.6%
Military Connected	40	5.1%	10.4%	3.6%	40	5.0%	10.4%	3.6%
At-Risk	373	47.3%	32.0%	53.3%	374	46.5%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	61	7.7%	4.9%	23.2%	61	7.6%	4.9%	23.2%
Career and Technical Education	0	0.0%	19.1%	26.5%	0	0.0%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	0	0.0%	5.8%	8.2%	0	0.0%	5.8%	8.2%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	108	13.7%	11.4%	12.6%	124	15.4%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**108**							
Students with Intellectual Disabilities	**	**	40.0%	44.1%				
Students with Physical Disabilities	43	39.8%	18.8%	20.0%				
Students with Autism	31	28.7%	19.7%	15.5%				
Students with Behavioral Disabilities	*	*	18.6%	18.8%				
Students with Non-Categorical Early Childhood	24	22.2%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**68**	**12.4%**	**11.4%**	**16.8%**				
African American	4	0.7%	0.7%	3.3%				
Hispanic	26	4.8%	3.7%	8.7%				
White	34	6.2%	6.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.5%	0.6%	0.6%				
Special Ed Students who are Mobile	7	12.7%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	7	24.1%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	39	20.6%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	*	*	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.5%	1.8%	1.8%	4.5%
Grade 1	0.2%	0.2%	2.5%	6.1%	6.1%	3.6%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.6	18.6	18.7

Texas Education Agency
2022-23 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**108.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	68.5	63.3%	62.4%	64.1%
Teachers	59.0	54.5%	47.6%	48.7%
Professional Support	7.5	6.9%	10.6%	10.9%
Campus Administration (School Leadership)	2.0	1.8%	3.0%	3.3%
Educational Aides	39.8	36.7%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff	**21.0**	**19.4%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	1.0	1.7%	2.4%	11.8%
Hispanic	5.0	8.5%	8.3%	29.6%
White	51.0	86.4%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	3.4%	1.1%	1.2%
Teachers by Sex				
Males	1.0	1.7%	16.0%	24.4%
Females	58.0	98.3%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	54.0	91.5%	71.0%	72.2%
Masters	5.0	8.5%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	3.4%	1.8%	9.7%
1-5 Years Experience	12.0	20.3%	12.9%	26.3%
6-10 Years Experience	13.0	22.0%	21.5%	20.5%
11-20 Years Experience	25.0	42.4%	41.9%	27.2%
21-30 Years Experience	7.0	11.9%	19.2%	13.3%
Over 30 Years Experience	0.0	0.0%	2.7%	2.9%
Number of Students per Teacher	13.4	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.1
Average Years Experience of Principals with District	1.0	3.1	5.3
Average Years Experience of Assistant Principals	1.0	5.8	5.2
Average Years Experience of Assistant Principals with District	1.0	3.4	4.4
Average Years Experience of Teachers	11.2	14.2	11.0
Average Years Experience of Teachers with District	5.8	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$65,670	$64,665	$53,300
1-5 Years Experience	$67,213	$67,934	$56,516
6-10 Years Experience	$69,768	$70,996	$59,732
11-20 Years Experience	$78,845	$79,937	$63,389
21-30 Years Experience	$82,181	$84,383	$67,876
Over 30 Years Experience	-	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$74,428	$77,355	$60,717
Professional Support	$84,170	$86,643	$72,022
Campus Administration (School Leadership)	$93,451	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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	3.0	5.1%	2.3%	5.9%
Career and Technical Education	0.0	0.0%	3.4%	5.4%
Compensatory Education	6.0	10.2%	4.0%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	39.0	66.1%	79.1%	70.6%
Special Education	11.0	18.6%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL EL NORTH

Campus Number: 036902104

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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%	95%	**97%**	93%	97%	97%	*	100%	*	100%	94%	88%	98%	95%	93%	*
	2022	76%	92%	**95%**	92%	96%	95%	-	*	-	80%	91%	89%	94%	98%	91%	*
At Meets Grade Level or Above	2023	50%	78%	**81%**	79%	77%	82%	*	71%	*	79%	57%	75%	80%	83%	64%	*
	2022	51%	77%	**84%**	83%	82%	86%	-	*	-	40%	70%	89%	84%	85%	70%	*
At Masters Grade Level	2023	20%	39%	**42%**	29%	43%	44%	*	43%	*	14%	17%	38%	41%	43%	18%	*
	2022	30%	53%	**64%**	50%	58%	67%	-	*	-	40%	17%	67%	64%	63%	48%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	91%	**93%**	86%	92%	93%	*	100%	*	100%	76%	88%	93%	92%	79%	*
	2022	71%	89%	**96%**	100%	98%	95%	-	*	-	100%	91%	89%	97%	93%	93%	*
At Meets Grade Level or Above	2023	45%	68%	**73%**	64%	73%	74%	*	86%	*	64%	59%	88%	74%	72%	54%	*
	2022	43%	65%	**74%**	92%	62%	77%	-	*	-	40%	52%	67%	74%	74%	54%	*
At Masters Grade Level	2023	19%	36%	**40%**	21%	40%	43%	*	43%	*	29%	13%	50%	40%	42%	16%	*
	2022	21%	38%	**45%**	33%	36%	49%	-	*	-	0%	17%	56%	43%	50%	22%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	77%	91%	**94%**	89%	95%	94%	*	100%	-	91%	62%	100%	95%	92%	86%	100%
At Meets Grade Level or Above	2023	48%	66%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	54%	73%	**76%**	56%	76%	75%	*	100%	-	82%	42%	75%	75%	78%	61%	100%
At Masters Grade Level	2023	22%	34%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	28%	42%	**44%**	44%	32%	48%	*	80%	-	27%	8%	50%	43%	46%	25%	50%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	89%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	70%	92%	**95%**	89%	93%	96%	*	100%	-	91%	69%	100%	98%	91%	84%	100%
At Meets Grade Level or Above	2023	48%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	74%	**80%**	89%	63%	84%	*	100%	-	82%	50%	75%	83%	76%	68%	83%
At Masters Grade Level	2023	22%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	48%	**51%**	22%	46%	54%	*	80%	-	45%	19%	63%	53%	47%	39%	83%
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%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	81%	93%	**95%**	75%	93%	97%	*	*	-	100%	83%	100%	96%	95%	90%	*
At Meets Grade Level or Above	2023	57%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	58%	82%	**87%**	50%	89%	88%	*	*	-	91%	67%	88%	88%	85%	80%	*
At Masters Grade Level	2023	28%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	36%	56%	**58%**	25%	53%	62%	*	*	-	45%	21%	75%	59%	53%	44%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	77%	97%	**99%**	88%	100%	99%	*	*	-	100%	95%	100%	98%	100%	100%	*
At Meets Grade Level or Above	2023	51%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	48%	82%	**86%**	63%	86%	87%	*	*	-	91%	62%	100%	88%	81%	80%	*
At Masters Grade Level	2023	21%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	25%	58%	**63%**	38%	60%	66%	*	*	-	55%	29%	100%	66%	56%	44%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	66%	90%	**91%**	50%	89%	93%	*	*	-	100%	76%	100%	93%	88%	84%	*
At Meets Grade Level or Above	2023	36%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	38%	70%	**74%**	38%	74%	76%	*	*	-	73%	60%	100%	75%	71%	64%	*
At Masters Grade Level	2023	16%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	18%	41%	**45%**	13%	44%	48%	*	*	-	27%	29%	63%	46%	42%	32%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**95%**	89%	94%	95%	*	100%	*	100%	85%	88%	95%	94%	86%	*
	2022	74%	91%	**95%**	85%	95%	96%	100%	100%	-	95%	82%	97%	96%	94%	90%	96%
At Meets Grade Level or Above	2023	49%	73%	**77%**	71%	75%	78%	*	79%	*	71%	58%	81%	77%	77%	59%	*
	2022	48%	72%	**80%**	70%	77%	82%	70%	96%	-	77%	58%	84%	81%	78%	68%	81%
At Masters Grade Level	2023	20%	37%	**41%**	25%	41%	43%	*	43%	*	21%	15%	44%	41%	43%	17%	*
	2022	23%	42%	**53%**	33%	48%	56%	40%	75%	-	37%	21%	67%	54%	51%	36%	42%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**97%**	93%	97%	97%	*	100%	*	100%	94%	88%	98%	95%	93%	*
	2022	75%	90%	**95%**	86%	95%	95%	*	100%	-	93%	79%	96%	95%	94%	89%	91%

	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%	74%	**81%**	79%	77%	82%	*	71%	*	79%	57%	75%	80%	83%	64%	*
	2022	53%	73%	**82%**	66%	83%	83%	*	100%	-	78%	60%	84%	83%	82%	71%	82%
At Masters Grade Level	2023	20%	34%	**42%**	29%	43%	44%	*	43%	*	14%	17%	38%	41%	43%	18%	*
	2022	25%	41%	**55%**	41%	49%	59%	*	73%	-	37%	16%	64%	56%	53%	40%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**93%**	86%	92%	93%	*	100%	*	100%	76%	88%	93%	92%	79%	*
	2022	72%	93%	**97%**	93%	97%	97%	*	100%	-	96%	87%	96%	98%	95%	93%	100%
At Meets Grade Level or Above	2023	45%	72%	**73%**	64%	73%	74%	*	86%	*	64%	59%	88%	74%	72%	54%	*
	2022	42%	72%	**80%**	83%	72%	83%	*	100%	-	78%	56%	80%	82%	77%	67%	82%
At Masters Grade Level	2023	19%	38%	**40%**	21%	40%	43%	*	43%	*	29%	13%	50%	40%	42%	16%	*
	2022	20%	44%	**53%**	31%	48%	57%	*	82%	-	41%	23%	72%	54%	51%	34%	55%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**91%**	50%	89%	93%	*	*	-	100%	76%	100%	93%	88%	84%	*
At Meets Grade Level or Above	2022	47%	72%	**74%**	38%	74%	76%	*	*	-	73%	60%	100%	75%	71%	64%	*
At Masters Grade Level	2022	21%	40%	**45%**	13%	44%	48%	*	*	-	27%	29%	63%	46%	42%	32%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	63%	**69%**	64%	67%	71%	*	71%	*	64%	50%	75%	68%	71%	45%	*
	2022	36%	61%	**70%**	83%	56%	74%	-	*	-	20%	52%	67%	69%	72%	48%	*
Reading and Mathematics Including EOC	2023	37%	63%	**69%**	64%	67%	71%	*	71%	*	64%	50%	75%	68%	71%	45%	*
	2022	36%	61%	**70%**	83%	56%	74%	-	*	-	20%	52%	67%	69%	72%	48%	*
Reading Including EOC	2023	50%	78%	**81%**	79%	77%	82%	*	71%	*	79%	57%	75%	80%	83%	64%	*
	2022	51%	76%	**84%**	83%	82%	86%	-	*	-	40%	70%	89%	84%	85%	70%	*
Math Including EOC	2023	45%	68%	**73%**	64%	73%	74%	*	86%	*	64%	59%	88%	74%	72%	54%	*
	2022	43%	65%	**74%**	92%	62%	77%	-	*	-	40%	52%	67%	74%	74%	54%	*
4th Graders																	
Reading and Mathematics	2022	36%	64%	**69%**	56%	51%	73%	*	100%	-	82%	35%	75%	71%	66%	50%	83%
Reading and Mathematics Including EOC	2022	36%	64%	**69%**	56%	51%	73%	*	100%	-	82%	35%	75%	71%	66%	50%	83%
Reading Including EOC	2022	54%	73%	**76%**	56%	76%	75%	*	100%	-	82%	42%	75%	75%	78%	61%	100%
Math Including EOC	2022	43%	74%	**80%**	89%	63%	84%	*	100%	-	82%	50%	75%	83%	76%	68%	83%
5th Graders																	
Reading and Mathematics	2022	41%	75%	**81%**	50%	82%	82%	*	*	-	91%	57%	88%	82%	78%	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)
Reading and Mathematics Including EOC	2022	41%	75%	**81%**	50%	82%	82%	*	*	-	91%	57%	88%	82%	78%	72%	*
Reading Including EOC	2022	58%	82%	**87%**	50%	89%	88%	*	*	-	91%	67%	88%	88%	85%	80%	*
Math Including EOC	2022	48%	82%	**86%**	63%	86%	87%	*	*	-	91%	62%	100%	88%	81%	80%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**69%**	64%	67%	71%	*	71%	*	64%	50%	75%	68%	71%	45%	*
	2022	34%	63%	**74%**	66%	65%	76%	*	100%	-	74%	49%	76%	74%	72%	57%	73%
Reading and Mathematics Including EOC	2023	39%	65%	**69%**	64%	67%	71%	*	71%	*	64%	50%	75%	68%	71%	45%	*
	2022	36%	64%	**74%**	66%	65%	76%	*	100%	-	74%	49%	76%	74%	72%	57%	73%
Reading Including EOC	2023	53%	74%	**81%**	79%	77%	82%	*	71%	*	79%	57%	75%	80%	83%	64%	*
	2022	53%	74%	**82%**	66%	83%	83%	*	100%	-	78%	60%	84%	83%	82%	71%	82%
Math Including EOC	2023	47%	72%	**73%**	64%	73%	74%	*	86%	*	64%	59%	88%	74%	72%	54%	*
	2022	43%	73%	**80%**	83%	72%	83%	*	100%	-	78%	56%	80%	82%	77%	67%	82%

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

- Indicates there are no students in the group.

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

	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%	91%	**95%**	-	-	-	-	-	-	*	-	*	-	*	95%	*	-
	2022	74%	91%	**95%**	-	-	-	-	-	-	93%	-	93%	-	-	95%	93%	100%
At Meets Grade Level or Above	2023	49%	73%	**77%**	-	-	-	-	-	-	*	-	*	-	*	77%	*	-
	2022	48%	72%	**80%**	-	-	-	-	-	-	64%	-	64%	-	-	80%	64%	100%
At Masters Grade Level	2023	20%	37%	**41%**	-	-	-	-	-	-	*	-	*	-	*	41%	*	-
	2022	23%	42%	**53%**	-	-	-	-	-	-	21%	-	21%	-	-	53%	21%	67%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**97%**	-	-	-	-	-	-	*	-	*	-	*	97%	*	-
	2022	75%	90%	**95%**	-	-	-	-	-	-	83%	-	83%	-	-	95%	83%	100%
At Meets Grade Level or Above	2023	53%	74%	**81%**	-	-	-	-	-	-	*	-	*	-	*	81%	*	-
	2022	53%	73%	**82%**	-	-	-	-	-	-	67%	-	67%	-	-	82%	67%	100%
At Masters Grade Level	2023	20%	34%	**42%**	-	-	-	-	-	-	*	-	*	-	*	42%	*	-
	2022	25%	41%	**55%**	-	-	-	-	-	-	17%	-	17%	-	-	56%	17%	60%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**93%**	-	-	-	-	-	-	*	-	*	-	*	93%	*	-
	2022	72%	93%	**97%**	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%
At Meets Grade Level or Above	2023	45%	72%	**73%**	-	-	-	-	-	-	*	-	*	-	*	73%	*	-
	2022	42%	72%	**80%**	-	-	-	-	-	-	67%	-	67%	-	-	80%	67%	100%
At Masters Grade Level	2023	19%	38%	**40%**	-	-	-	-	-	-	*	-	*	-	*	40%	*	-
	2022	20%	44%	**53%**	-	-	-	-	-	-	33%	-	33%	-	-	53%	33%	80%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	91%	**91%**	-	-	-	-	-	-	*	-	*	-	-	91%	*	*
At Meets Grade Level or Above	2023	47%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	72%	**74%**	-	-	-	-	-	-	*	-	*	-	-	74%	*	*
At Masters Grade Level	2023	18%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	40%	**45%**	-	-	-	-	-	-	*	-	*	-	-	45%	*	*

* 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%	100%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	99%	98%	*
Included in Accountability	93%	96%	**95%**	100%	93%	95%	*	100%	*	100%	91%	100%	97%	89%	92%	*
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	6%	4%	*	0%	*	0%	8%	0%	2%	10%	7%	*
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	2%	*
Absent	1%	0%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	2%	*
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	*
Reading																
Assessment Participant	99%	100%	**99%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	98%	*
Included in Accountability	92%	95%	**95%**	100%	94%	95%	*	100%	*	100%	92%	100%	97%	89%	92%	*
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	6%	4%	*	0%	*	0%	8%	0%	2%	10%	7%	*
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	**1%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	1%	2%	*
Absent	1%	0%	**1%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	1%	2%	*
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	**99%**	100%	98%	99%	*	100%	*	100%	98%	100%	98%	100%	98%	*
Included in Accountability	94%	96%	**95%**	100%	92%	95%	*	100%	*	100%	90%	100%	96%	90%	92%	*
Not Included in Accountability: Mobile	5%	4%	**4%**	0%	6%	4%	*	0%	*	0%	8%	0%	2%	10%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	**1%**	0%	2%	1%	*	0%	*	0%	2%	0%	2%	0%	2%	*
Absent	1%	0%	**1%**	0%	2%	1%	*	0%	*	0%	2%	0%	2%	0%	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%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	97%	94%	97%	100%	100%	-	84%	98%	100%	98%	90%	94%	87%
Not Included in Accountability: Mobile	5%	4%	**4%**	3%	6%	3%	0%	0%	-	16%	2%	0%	2%	10%	6%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	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)
Not Tested	1%	0%	**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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	97%	94%	96%	*	100%	-	84%	98%	100%	98%	90%	94%	85%
Not Included in Accountability: Mobile	5%	4%	**5%**	3%	6%	4%	*	0%	-	16%	2%	0%	2%	10%	6%	15%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	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%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	97%	94%	96%	*	100%	-	84%	98%	100%	98%	90%	94%	85%
Not Included in Accountability: Mobile	5%	5%	**5%**	3%	6%	4%	*	0%	-	16%	2%	0%	2%	10%	6%	15%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	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	98%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	93%	96%	**97%**	100%	93%	99%	*	*	-	85%	100%	100%	98%	94%	93%	*
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	7%	1%	*	*	-	15%	0%	0%	2%	6%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	2%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*

* 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%	94.6%	**94.9%**	94.2%	94.5%	95.1%	*	97.2%	-	94.0%	93.3%	93.1%	94.4%
2020-21	95.0%	95.9%	**96.3%**	96.1%	95.8%	96.4%	*	98.3%	-	96.2%	94.9%	94.6%	95.6%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**10.5%**	16.7%	10.9%	9.6%	0.0%	0.0%	-	19.6%	18.4%	21.9%	0.0%
2020-21	15.0%	8.6%	**6.9%**	7.0%	8.3%	6.5%	0.0%	0.0%	-	8.5%	10.8%	15.5%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-

	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%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**855**	**100.0%**	**7,318**	**5,504,150**	**856**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 1	282	33.0%	7.7%	7.2%	282	32.9%	7.7%	7.2%
Grade 2	276	32.3%	7.7%	7.2%	276	32.2%	7.7%	7.2%
Grade 3	297	34.7%	8.3%	7.2%	298	34.8%	8.3%	7.1%
Ethnic Distribution								
African American	38	4.4%	4.3%	12.8%	38	4.4%	4.3%	12.8%
Hispanic	199	23.3%	29.1%	53.0%	199	23.2%	29.1%	52.9%
White	552	64.6%	61.4%	25.6%	553	64.6%	61.4%	25.7%
American Indian	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian	22	2.6%	1.5%	5.1%	22	2.6%	1.5%	5.1%
Pacific Islander	2	0.2%	0.0%	0.2%	2	0.2%	0.0%	0.2%
Two or More Races	41	4.8%	3.3%	3.0%	41	4.8%	3.3%	3.0%
Sex								
Female	429	50.2%	49.5%	48.8%	429	50.1%	49.4%	48.8%
Male	426	49.8%	50.5%	51.2%	427	49.9%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	260	30.4%	29.5%	62.1%	260	30.4%	29.5%	62.0%
Non-Educationally Disadvantaged	595	69.6%	70.5%	37.9%	596	69.6%	70.5%	38.0%
Section 504 Students	48	5.6%	8.3%	7.4%	48	5.6%	8.3%	7.4%
EB Students/EL	14	1.6%	4.9%	23.1%	14	1.6%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.1%	1.6%	1.5%				
Students w/ Dyslexia	45	5.3%	6.4%	5.5%	45	5.3%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.4%	0.2%	1.3%	3	0.4%	0.2%	1.3%
Immigrant	2	0.2%	0.6%	2.2%	2	0.2%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	855	100.0%	56.8%	64.6%	856	100.0%	56.9%	64.6%
Military Connected	88	10.3%	10.4%	3.6%	88	10.3%	10.4%	3.6%
At-Risk	317	37.1%	32.0%	53.3%	317	37.0%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	12	1.4%	4.9%	23.2%	12	1.4%	4.9%	23.2%
Career and Technical Education	0	0.0%	19.1%	26.5%	0	0.0%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	17	2.0%	5.8%	8.2%	17	2.0%	5.8%	8.2%
Special Education	115	13.5%	11.4%	12.6%	116	13.6%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**115**							
Students with Intellectual Disabilities	30	26.1%	40.0%	44.1%				
Students with Physical Disabilities	35	30.4%	18.8%	20.0%				
Students with Autism	29	25.2%	19.7%	15.5%				
Students with Behavioral Disabilities	21	18.3%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**93**	**9.0%**	**11.4%**	**16.8%**				
African American	9	0.9%	0.7%	3.3%				
Hispanic	19	1.8%	3.7%	8.7%				
White	53	5.1%	6.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	12	1.2%	0.6%	0.6%				
Special Ed Students who are Mobile	11	7.0%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	23.1%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	49	18.4%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**33**	**11.5%**	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 2	0.0%	0.2%	1.6%	2.2%	3.7%	2.0%
Grade 3	0.0%	0.2%	0.8%	0.0%	1.4%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	19.0	18.6	19.1
Grade 2	18.8	18.6	19.1
Grade 3	19.1	19.1	19.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**98.7**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	78.7	79.7%	62.4%	64.1%
Teachers	69.2	70.1%	47.6%	48.7%
Professional Support	6.0	6.1%	10.6%	10.9%
Campus Administration (School Leadership)	3.5	3.5%	3.0%	3.3%
Educational Aides	20.0	20.3%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	2.0	n/a	1.0	1,240.0
Total Minority Staff	**9.0**	**9.1%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	1.0	1.4%	2.4%	11.8%
Hispanic	3.0	4.3%	8.3%	29.6%
White	64.5	93.2%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.7	1.0%	1.1%	1.2%
Teachers by Sex				
Males	1.0	1.4%	16.0%	24.4%
Females	68.2	98.6%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	53.0	76.6%	71.0%	72.2%
Masters	16.2	23.4%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	2.9%	1.8%	9.7%
1-5 Years Experience	13.0	18.8%	12.9%	26.3%
6-10 Years Experience	15.0	21.7%	21.5%	20.5%
11-20 Years Experience	28.7	41.5%	41.9%	27.2%
21-30 Years Experience	10.5	15.2%	19.2%	13.3%
Over 30 Years Experience	0.0	0.0%	2.7%	2.9%
Number of Students per Teacher	12.4	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	4.3	6.1
Average Years Experience of Principals with District	2.0	3.1	5.3
Average Years Experience of Assistant Principals	2.5	5.8	5.2
Average Years Experience of Assistant Principals with District	1.5	3.4	4.4
Average Years Experience of Teachers	12.9	14.2	11.0
Average Years Experience of Teachers with District	5.4	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$64,001	$64,665	$53,300
1-5 Years Experience	$66,876	$67,934	$56,516
6-10 Years Experience	$70,013	$70,996	$59,732
11-20 Years Experience	$80,498	$79,937	$63,389
21-30 Years Experience	$84,223	$84,383	$67,876
Over 30 Years Experience	-	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$75,753	$77,355	$60,717
Professional Support	$82,674	$86,643	$72,022
Campus Administration (School Leadership)	$93,382	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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%	2.3%	5.9%
Career and Technical Education	0.0	0.0%	3.4%	5.4%
Compensatory Education	4.0	5.8%	4.0%	3.2%
Gifted and Talented Education	4.4	6.3%	2.4%	1.7%
Regular Education	50.1	72.5%	79.1%	70.6%
Special Education	10.7	15.4%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL EL SOUTH

Campus Number: 036902105

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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%	95%	**92%**	83%	95%	93%	-	*	-	83%	57%	88%	93%	90%	81%	90%
	2022	76%	92%	**90%**	75%	88%	92%	*	*	-	100%	53%	100%	90%	87%	87%	79%
At Meets Grade Level or Above	2023	50%	78%	**74%**	72%	75%	74%	-	*	-	75%	40%	88%	76%	71%	53%	74%
	2022	51%	77%	**71%**	44%	58%	79%	*	*	-	80%	44%	90%	74%	61%	57%	38%
At Masters Grade Level	2023	20%	39%	**36%**	33%	30%	41%	-	*	-	25%	29%	13%	37%	33%	15%	26%
	2022	30%	53%	**45%**	25%	34%	52%	*	*	-	20%	21%	40%	46%	41%	32%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	91%	**90%**	78%	91%	90%	-	*	-	92%	60%	75%	90%	90%	80%	87%
	2022	71%	89%	**84%**	69%	76%	90%	*	*	-	80%	44%	100%	88%	73%	73%	58%
At Meets Grade Level or Above	2023	45%	68%	**63%**	56%	60%	65%	-	*	-	75%	43%	63%	65%	59%	46%	52%
	2022	43%	65%	**58%**	44%	40%	67%	*	*	-	80%	21%	100%	63%	44%	41%	21%
At Masters Grade Level	2023	19%	36%	**31%**	22%	23%	37%	-	*	-	25%	17%	50%	31%	29%	12%	10%
	2022	21%	38%	**33%**	19%	17%	42%	*	*	-	20%	6%	60%	38%	18%	21%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	77%	91%	**89%**	70%	87%	91%	-	-	-	100%	60%	80%	91%	86%	77%	76%
At Meets Grade Level or Above	2023	48%	66%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	54%	73%	**71%**	60%	61%	78%	-	-	-	60%	26%	60%	71%	70%	54%	43%
At Masters Grade Level	2023	22%	34%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	28%	42%	**40%**	30%	30%	46%	-	-	-	40%	9%	40%	39%	43%	31%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	89%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	70%	92%	**90%**	60%	89%	93%	-	-	-	80%	57%	80%	91%	86%	75%	86%
At Meets Grade Level or Above	2023	48%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	74%	**69%**	40%	52%	79%	-	-	-	80%	31%	20%	73%	57%	51%	48%
At Masters Grade Level	2023	22%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	48%	**45%**	20%	31%	53%	-	-	-	60%	23%	20%	48%	35%	30%	14%
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%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	81%	93%	**90%**	80%	84%	94%	*	*	-	100%	59%	*	91%	87%	86%	70%
At Meets Grade Level or Above	2023	57%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	58%	82%	**77%**	60%	70%	82%	*	*	-	71%	33%	*	79%	72%	68%	43%
At Masters Grade Level	2023	28%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	36%	56%	**55%**	60%	46%	60%	*	*	-	57%	15%	*	59%	46%	42%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	77%	97%	**95%**	60%	92%	98%	*	*	-	100%	85%	*	95%	96%	93%	83%
At Meets Grade Level or Above	2023	51%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	48%	82%	**79%**	60%	71%	85%	*	*	-	71%	56%	*	83%	71%	68%	40%
At Masters Grade Level	2023	21%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	25%	58%	**53%**	40%	43%	60%	*	*	-	43%	19%	*	57%	46%	44%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	66%	90%	**88%**	80%	75%	95%	*	*	-	100%	70%	*	90%	82%	74%	43%
At Meets Grade Level or Above	2023	36%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	38%	70%	**67%**	40%	54%	75%	*	*	-	71%	33%	*	71%	58%	52%	20%
At Masters Grade Level	2023	16%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	18%	41%	**38%**	20%	23%	47%	*	*	-	43%	15%	*	40%	34%	25%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**91%**	81%	93%	91%	-	88%	-	88%	59%	81%	91%	90%	80%	89%
	2022	74%	91%	**89%**	70%	84%	93%	60%	77%	-	95%	60%	95%	91%	86%	81%	70%
At Meets Grade Level or Above	2023	49%	73%	**69%**	64%	68%	70%	-	63%	-	75%	41%	75%	70%	65%	49%	63%
	2022	48%	72%	**70%**	48%	58%	78%	40%	54%	-	73%	34%	71%	73%	62%	56%	36%
At Masters Grade Level	2023	20%	37%	**33%**	28%	27%	39%	-	25%	-	25%	23%	31%	34%	31%	14%	18%
	2022	23%	42%	**44%**	27%	32%	51%	20%	54%	-	41%	15%	31%	47%	38%	32%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**92%**	83%	95%	93%	-	*	-	83%	57%	88%	93%	90%	81%	90%
	2022	75%	90%	**90%**	74%	86%	92%	*	80%	-	100%	57%	95%	91%	87%	84%	75%

	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%	74%	**74%**	72%	75%	74%	-	*	-	75%	40%	88%	76%	71%	53%	74%
	2022	53%	73%	**73%**	52%	63%	79%	*	60%	-	71%	34%	74%	75%	68%	60%	41%
At Masters Grade Level	2023	20%	34%	**36%**	33%	30%	41%	-	*	-	25%	29%	13%	37%	33%	15%	26%
	2022	25%	41%	**47%**	32%	37%	53%	*	60%	-	41%	15%	32%	48%	43%	35%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**90%**	78%	91%	90%	-	*	-	92%	60%	75%	90%	90%	80%	87%
	2022	72%	93%	**89%**	65%	85%	93%	*	100%	-	88%	60%	95%	91%	85%	81%	76%
At Meets Grade Level or Above	2023	45%	72%	**63%**	56%	60%	65%	-	*	-	75%	43%	63%	65%	59%	46%	52%
	2022	42%	72%	**68%**	45%	54%	77%	*	60%	-	76%	34%	79%	72%	58%	53%	36%
At Masters Grade Level	2023	19%	38%	**31%**	22%	23%	37%	-	*	-	25%	17%	50%	31%	29%	12%	10%
	2022	20%	44%	**43%**	23%	30%	51%	*	60%	-	41%	16%	37%	47%	33%	31%	12%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**88%**	80%	75%	95%	*	*	-	100%	70%	*	90%	82%	74%	43%
At Meets Grade Level or Above	2022	47%	72%	**67%**	40%	54%	75%	*	*	-	71%	33%	*	71%	58%	52%	20%
At Masters Grade Level	2022	21%	40%	**38%**	20%	23%	47%	*	*	-	43%	15%	*	40%	34%	25%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	63%	**58%**	44%	56%	60%	-	*	-	67%	34%	63%	58%	55%	35%	52%
	2022	36%	61%	**55%**	31%	36%	64%	*	*	-	80%	21%	89%	60%	39%	37%	17%
Reading and Mathematics Including EOC	2023	37%	63%	**58%**	44%	56%	60%	-	*	-	67%	34%	63%	58%	55%	35%	52%
	2022	36%	61%	**55%**	31%	36%	64%	*	*	-	80%	21%	89%	60%	39%	37%	17%
Reading Including EOC	2023	50%	78%	**74%**	72%	75%	74%	-	*	-	75%	40%	88%	76%	71%	53%	74%
	2022	51%	76%	**71%**	44%	58%	79%	*	*	-	80%	44%	89%	74%	60%	57%	38%
Math Including EOC	2023	45%	68%	**63%**	56%	60%	65%	-	*	-	75%	43%	63%	65%	59%	46%	52%
	2022	43%	65%	**58%**	44%	40%	68%	*	*	-	80%	21%	100%	63%	43%	41%	21%
4th Graders																	
Reading and Mathematics	2022	36%	64%	**59%**	30%	42%	70%	-	-	-	60%	23%	20%	62%	52%	43%	43%
Reading and Mathematics Including EOC	2022	36%	64%	**59%**	30%	42%	70%	-	-	-	60%	23%	20%	62%	52%	43%	43%
Reading Including EOC	2022	54%	73%	**71%**	60%	61%	78%	-	-	-	60%	26%	60%	71%	70%	54%	43%
Math Including EOC	2022	43%	74%	**69%**	40%	52%	79%	-	-	-	80%	31%	20%	73%	57%	51%	48%
5th Graders																	
Reading and Mathematics	2022	41%	75%	**70%**	60%	61%	75%	*	*	-	57%	26%	*	73%	63%	60%	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	2022	41%	75%	**70%**	60%	61%	75%	*	*	-	57%	26%	*	73%	63%	60%	33%
Reading Including EOC	2022	58%	82%	**77%**	60%	70%	82%	*	*	-	71%	33%	*	79%	72%	68%	43%
Math Including EOC	2022	48%	82%	**79%**	60%	71%	85%	*	*	-	71%	56%	*	83%	71%	68%	40%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**58%**	44%	56%	60%	-	*	-	67%	34%	63%	58%	55%	35%	52%
	2022	34%	63%	**61%**	35%	47%	70%	*	*	-	65%	23%	61%	65%	52%	46%	31%
Reading and Mathematics Including EOC	2023	39%	65%	**58%**	44%	56%	60%	-	*	-	67%	34%	63%	58%	55%	35%	52%
	2022	36%	64%	**61%**	35%	47%	70%	*	*	-	65%	23%	61%	65%	52%	46%	31%
Reading Including EOC	2023	53%	74%	**74%**	72%	75%	74%	-	*	-	75%	40%	88%	76%	71%	53%	74%
	2022	53%	74%	**73%**	52%	63%	79%	*	*	-	71%	34%	72%	75%	67%	60%	41%
Math Including EOC	2023	47%	72%	**63%**	56%	60%	65%	-	*	-	75%	43%	63%	65%	59%	46%	52%
	2022	43%	73%	**68%**	45%	54%	77%	*	*	-	76%	34%	78%	72%	58%	53%	36%

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

- Indicates there are no students in the group.

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

	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%	91%	**91%**	98%	98%	-	-	-	-	75%	-	75%	-	*	91%	88%	*
	2022	74%	91%	**89%**	68%	68%	-	-	-	-	58%	-	58%	-	100%	92%	67%	100%
At Meets Grade Level or Above	2023	49%	73%	**69%**	69%	69%	-	-	-	-	50%	-	50%	-	*	69%	62%	*
	2022	48%	72%	**70%**	31%	31%	-	-	-	-	29%	-	29%	-	60%	74%	31%	86%
At Masters Grade Level	2023	20%	37%	**33%**	19%	19%	-	-	-	-	6%	-	6%	-	*	35%	15%	*
	2022	23%	42%	**44%**	11%	11%	-	-	-	-	19%	-	19%	-	40%	47%	13%	57%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**92%**	100%	100%	-	-	-	-	75%	-	75%	-	*	92%	90%	*
	2022	75%	90%	**90%**	77%	77%	-	-	-	-	50%	-	50%	-	*	91%	73%	100%
At Meets Grade Level or Above	2023	53%	74%	**74%**	81%	81%	-	-	-	-	63%	-	63%	-	*	74%	73%	*
	2022	53%	73%	**73%**	38%	38%	-	-	-	-	33%	-	33%	-	*	76%	37%	100%
At Masters Grade Level	2023	20%	34%	**36%**	29%	29%	-	-	-	-	13%	-	13%	-	*	37%	23%	*
	2022	25%	41%	**47%**	19%	19%	-	-	-	-	33%	-	33%	-	*	49%	21%	60%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**90%**	95%	95%	-	-	-	-	75%	-	75%	-	*	90%	87%	*
	2022	72%	93%	**89%**	75%	75%	-	-	-	-	67%	-	67%	-	*	91%	74%	100%
At Meets Grade Level or Above	2023	45%	72%	**63%**	57%	57%	-	-	-	-	38%	-	38%	-	*	65%	50%	*
	2022	42%	72%	**68%**	32%	32%	-	-	-	-	25%	-	25%	-	*	72%	31%	100%
At Masters Grade Level	2023	19%	38%	**31%**	10%	10%	-	-	-	-	0%	-	0%	-	*	33%	7%	*
	2022	20%	44%	**43%**	6%	6%	-	-	-	-	17%	-	17%	-	*	47%	7%	80%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	91%	**88%**	18%	18%	-	-	-	-	57%	-	57%	-	*	94%	35%	*
At Meets Grade Level or Above	2023	47%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	72%	**67%**	6%	6%	-	-	-	-	29%	-	29%	-	*	73%	15%	*
At Masters Grade Level	2023	18%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	40%	**38%**	0%	0%	-	-	-	-	0%	-	0%	-	*	42%	4%	*

* 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%	100%	**98%**	100%	96%	99%	-	100%	-	100%	92%	100%	98%	98%	98%	100%
Included in Accountability	93%	96%	**93%**	90%	88%	98%	-	80%	-	86%	90%	100%	96%	88%	91%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	8%	1%	-	0%	-	14%	3%	0%	2%	9%	6%	9%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	20%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	2%	2%	0%
Absent	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**98%**	100%	96%	99%	-	100%	-	100%	92%	100%	98%	99%	98%	100%
Included in Accountability	92%	95%	**93%**	90%	88%	98%	-	80%	-	86%	90%	100%	96%	88%	91%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	8%	1%	-	0%	-	14%	3%	0%	2%	10%	6%	9%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	-	20%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	1%	2%	0%
Absent	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**98%**	100%	96%	99%	-	100%	-	100%	92%	100%	98%	98%	98%	100%
Included in Accountability	94%	96%	**94%**	90%	89%	98%	-	80%	-	86%	90%	100%	96%	88%	91%	89%
Not Included in Accountability: Mobile	5%	4%	**4%**	10%	7%	1%	-	0%	-	14%	3%	0%	2%	9%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	20%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	2%	2%	0%
Absent	1%	0%	**2%**	0%	4%	1%	-	0%	-	0%	8%	0%	2%	2%	2%	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%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	100%	94%	95%	100%	100%	-	82%	96%	89%	98%	87%	94%	88%
Not Included in Accountability: Mobile	5%	4%	**6%**	0%	6%	5%	0%	0%	-	18%	4%	11%	2%	13%	6%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	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)
Not Tested	1%	0%	**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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	100%	93%	95%	*	100%	-	85%	96%	90%	98%	87%	94%	87%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	6%	5%	*	0%	-	15%	4%	10%	2%	13%	6%	12%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	100%	94%	95%	*	100%	-	85%	96%	90%	98%	87%	94%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	6%	5%	*	0%	-	15%	4%	10%	2%	13%	6%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	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	98%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**93%**	100%	94%	93%	*	*	-	70%	96%	80%	97%	85%	92%	88%
Not Included in Accountability: Mobile	4%	4%	**7%**	0%	6%	7%	*	*	-	30%	4%	20%	3%	15%	8%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

* 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%	94.6%	**94.9%**	95.5%	94.4%	95.0%	*	95.3%	-	96.4%	94.4%	94.1%	95.2%
2020-21	95.0%	95.9%	**96.3%**	97.2%	95.9%	96.4%	*	*	-	96.6%	95.8%	95.3%	95.9%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**9.9%**	18.9%	12.4%	8.2%	*	12.5%	-	2.9%	10.6%	16.2%	10.8%
2020-21	15.0%	8.6%	**6.3%**	0.0%	8.2%	5.5%	*	0.0%	-	19.0%	9.6%	12.4%	8.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-

	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%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**883**	**100.0%**	**7,318**	**5,504,150**	**883**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 1	283	32.0%	7.7%	7.2%	283	32.0%	7.7%	7.2%
Grade 2	289	32.7%	7.7%	7.2%	289	32.7%	7.7%	7.2%
Grade 3	311	35.2%	8.3%	7.2%	311	35.2%	8.3%	7.1%
Ethnic Distribution								
African American	48	5.4%	4.3%	12.8%	48	5.4%	4.3%	12.8%
Hispanic	314	35.6%	29.1%	53.0%	314	35.6%	29.1%	52.9%
White	473	53.6%	61.4%	25.6%	473	53.6%	61.4%	25.7%
American Indian	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian	13	1.5%	1.5%	5.1%	13	1.5%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	34	3.9%	3.3%	3.0%	34	3.9%	3.3%	3.0%
Sex								
Female	437	49.5%	49.5%	48.8%	437	49.5%	49.4%	48.8%
Male	446	50.5%	50.5%	51.2%	446	50.5%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	325	36.8%	29.5%	62.1%	325	36.8%	29.5%	62.0%
Non-Educationally Disadvantaged	558	63.2%	70.5%	37.9%	558	63.2%	70.5%	38.0%
Section 504 Students	45	5.1%	8.3%	7.4%	45	5.1%	8.3%	7.4%
EB Students/EL	82	9.3%	4.9%	23.1%	82	9.3%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.1%	1.6%	1.5%				
Students w/ Dyslexia	46	5.2%	6.4%	5.5%	46	5.2%	6.3%	5.5%
Foster Care	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Homeless	1	0.1%	0.2%	1.3%	1	0.1%	0.2%	1.3%
Immigrant	8	0.9%	0.6%	2.2%	8	0.9%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	883	100.0%	56.8%	64.6%	883	100.0%	56.9%	64.6%
Military Connected	98	11.1%	10.4%	3.6%	98	11.1%	10.4%	3.6%
At-Risk	421	47.7%	32.0%	53.3%	421	47.7%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	84	9.5%	4.9%	23.2%	84	9.5%	4.9%	23.2%
Career and Technical Education	0	0.0%	19.1%	26.5%	0	0.0%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	12	1.4%	5.8%	8.2%	12	1.4%	5.8%	8.2%
Special Education	78	8.8%	11.4%	12.6%	78	8.8%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**78**							
Students with Intellectual Disabilities	26	33.3%	40.0%	44.1%				
Students with Physical Disabilities	30	38.5%	18.8%	20.0%				
Students with Autism	12	15.4%	19.7%	15.5%				
Students with Behavioral Disabilities	10	12.8%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**118**	**10.1%**	**11.4%**	**16.8%**				
African American	11	0.9%	0.7%	3.3%				
Hispanic	40	3.4%	3.7%	8.7%				
White	61	5.2%	6.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	0.5%	0.6%	0.6%				
Special Ed Students who are Mobile	10	6.6%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	16	14.4%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	68	18.9%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**27**	**9.3%**	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 2	0.4%	0.2%	1.6%	5.4%	3.7%	2.0%
Grade 3	0.4%	0.2%	0.8%	2.4%	1.4%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	18.3	18.6	19.1
Grade 2	18.3	18.6	19.1
Grade 3	19.1	19.1	19.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**85.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	74.5	87.1%	62.4%	64.1%
Teachers	65.0	76.0%	47.6%	48.7%
Professional Support	6.0	7.0%	10.6%	10.9%
Campus Administration (School Leadership)	3.5	4.1%	3.0%	3.3%
Educational Aides	11.0	12.9%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	2.0	n/a	1.0	1,240.0
Total Minority Staff	**21.0**	**24.6%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	2.0	3.1%	2.4%	11.8%
Hispanic	10.0	15.4%	8.3%	29.6%
White	53.0	81.5%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.2%
Teachers by Sex				
Males	4.0	6.2%	16.0%	24.4%
Females	61.0	93.8%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	44.0	67.7%	71.0%	72.2%
Masters	21.0	32.3%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	4.6%	1.8%	9.7%
1-5 Years Experience	17.0	26.2%	12.9%	26.3%
6-10 Years Experience	12.0	18.5%	21.5%	20.5%
11-20 Years Experience	21.0	32.3%	41.9%	27.2%
21-30 Years Experience	11.0	16.9%	19.2%	13.3%
Over 30 Years Experience	1.0	1.5%	2.7%	2.9%
Number of Students per Teacher	13.6	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	4.3	6.1
Average Years Experience of Principals with District	2.0	3.1	5.3
Average Years Experience of Assistant Principals	4.5	5.8	5.2
Average Years Experience of Assistant Principals with District	2.5	3.4	4.4
Average Years Experience of Teachers	12.1	14.2	11.0
Average Years Experience of Teachers with District	4.4	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$64,267	$64,665	$53,300
1-5 Years Experience	$66,999	$67,934	$56,516
6-10 Years Experience	$70,461	$70,996	$59,732
11-20 Years Experience	$79,985	$79,937	$63,389
21-30 Years Experience	$85,189	$84,383	$67,876
Over 30 Years Experience	$101,117	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$75,311	$77,355	$60,717
Professional Support	$81,454	$86,643	$72,022
Campus Administration (School Leadership)	$94,823	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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	4.5	6.9%	2.3%	5.9%
Career and Technical Education	0.0	0.0%	3.4%	5.4%
Compensatory Education	4.0	6.2%	4.0%	3.2%
Gifted and Talented Education	2.1	3.2%	2.4%	1.7%
Regular Education	50.4	77.6%	79.1%	70.6%
Special Education	4.0	6.2%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL INT NORTH

Campus Number: 036902044

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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%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	50%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	45%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	19%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	92%	**95%**	100%	93%	95%	-	*	-	88%	71%	88%	96%	91%	82%	*
At Meets Grade Level or Above	2023	48%	66%	**73%**	53%	71%	77%	-	*	-	38%	39%	75%	74%	72%	53%	*
At Masters Grade Level	2023	22%	34%	**39%**	7%	32%	44%	-	*	-	25%	7%	38%	40%	37%	33%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	89%	**95%**	100%	97%	95%	-	*	-	88%	79%	88%	97%	92%	86%	*
At Meets Grade Level or Above	2023	48%	72%	**84%**	80%	83%	84%	-	*	-	88%	57%	75%	83%	86%	67%	*
At Masters Grade Level	2023	22%	42%	**51%**	27%	41%	57%	-	*	-	38%	11%	75%	54%	45%	37%	*
Grade 5 Reading																	
At Approaches Grade Level or Above	2023	81%	95%	**94%**	82%	94%	96%	*	100%	-	83%	61%	100%	95%	93%	78%	88%
At Meets Grade Level or Above	2023	57%	77%	**77%**	73%	79%	76%	*	100%	-	83%	32%	80%	77%	78%	58%	75%
At Masters Grade Level	2023	28%	47%	**45%**	27%	40%	47%	*	80%	-	50%	0%	60%	48%	41%	25%	38%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	96%	**98%**	91%	98%	99%	*	100%	-	100%	93%	100%	99%	97%	93%	100%
At Meets Grade Level or Above	2023	51%	77%	**82%**	73%	77%	84%	*	100%	-	83%	43%	90%	82%	83%	65%	63%
At Masters Grade Level	2023	21%	37%	**36%**	9%	29%	39%	*	60%	-	33%	11%	40%	38%	33%	20%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	89%	**91%**	82%	90%	93%	*	100%	-	92%	64%	90%	90%	94%	80%	75%
At Meets Grade Level or Above	2023	36%	65%	**68%**	45%	54%	74%	*	80%	-	67%	32%	80%	69%	66%	45%	50%
At Masters Grade Level	2023	16%	38%	**41%**	18%	29%	45%	*	80%	-	50%	11%	70%	42%	40%	18%	38%
Grade 6 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	77%	90%	**92%**	78%	89%	94%	*	*	*	93%	69%	100%	94%	89%	89%	*
At Meets Grade Level or Above	2023	52%	73%	**77%**	44%	77%	78%	*	*	*	71%	48%	92%	80%	68%	68%	*
At Masters Grade Level	2023	22%	35%	**34%**	11%	36%	34%	*	*	*	29%	12%	42%	35%	31%	26%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	90%	**87%**	67%	83%	89%	*	*	*	93%	52%	100%	87%	86%	81%	*
At Meets Grade Level or Above	2023	40%	68%	**67%**	44%	62%	69%	*	*	*	64%	43%	83%	66%	67%	47%	*
At Masters Grade Level	2023	16%	37%	**31%**	22%	27%	31%	*	*	*	43%	14%	42%	30%	33%	26%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	55%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	27%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	37%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	11%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	58%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	28%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	93%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	46%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	17%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	47%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	17%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	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	33%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	52%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	13%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	54%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	9%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	43%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	23%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	56%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	21%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	70%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	38%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	61%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	12%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**93%**	88%	92%	94%	60%	100%	*	91%	69%	96%	94%	92%	84%	89%
At Meets Grade Level or Above	2023	49%	73%	**75%**	60%	72%	77%	50%	93%	*	71%	42%	83%	76%	74%	58%	61%
At Masters Grade Level	2023	20%	37%	**39%**	17%	34%	42%	20%	79%	*	39%	10%	51%	40%	37%	27%	28%

	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)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**94%**	89%	92%	95%	*	100%	*	88%	67%	97%	95%	91%	84%	86%
At Meets Grade Level or Above	2023	53%	74%	**76%**	57%	76%	77%	*	100%	*	68%	41%	83%	77%	73%	60%	64%
At Masters Grade Level	2023	20%	34%	**39%**	14%	36%	41%	*	83%	*	35%	7%	47%	40%	36%	28%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**93%**	89%	92%	94%	*	100%	*	94%	71%	97%	94%	92%	86%	100%
At Meets Grade Level or Above	2023	45%	72%	**77%**	69%	73%	79%	*	92%	*	76%	47%	83%	76%	78%	59%	64%
At Masters Grade Level	2023	19%	38%	**39%**	20%	32%	42%	*	75%	*	38%	12%	50%	40%	37%	28%	29%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	92%	**91%**	82%	90%	93%	*	100%	-	92%	64%	90%	90%	94%	80%	75%
At Meets Grade Level or Above	2023	47%	74%	**68%**	45%	54%	74%	*	80%	-	67%	32%	80%	69%	66%	45%	50%
At Masters Grade Level	2023	18%	35%	**41%**	18%	29%	45%	*	80%	-	50%	11%	70%	42%	40%	18%	38%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2023	38%	61%	**72%**	53%	69%	76%	-	*	-	38%	39%	75%	72%	72%	51%	*
Reading and Mathematics Including EOC	2023	38%	61%	**72%**	53%	69%	76%	-	*	-	38%	39%	75%	72%	72%	51%	*
Reading Including EOC	2023	48%	66%	**73%**	53%	71%	77%	-	*	-	38%	39%	75%	74%	72%	53%	*
Math Including EOC	2023	48%	72%	**84%**	80%	83%	84%	-	*	-	88%	57%	75%	83%	86%	67%	*
5th Graders																	
Reading and Mathematics	2023	43%	68%	**72%**	64%	71%	73%	*	100%	-	75%	29%	70%	72%	73%	53%	63%
Reading and Mathematics Including EOC	2023	43%	68%	**72%**	64%	71%	73%	*	100%	-	75%	29%	70%	72%	73%	53%	63%
Reading Including EOC	2023	57%	77%	**77%**	73%	79%	76%	*	100%	-	83%	32%	80%	77%	78%	58%	75%
Math Including EOC	2023	51%	77%	**82%**	73%	77%	84%	*	100%	-	83%	43%	90%	82%	83%	65%	63%
6th Graders																	
Reading and Mathematics	2023	35%	61%	**61%**	33%	59%	63%	*	*	*	64%	43%	83%	63%	58%	47%	*
Reading and Mathematics Including EOC	2023	35%	61%	**61%**	33%	59%	63%	*	*	*	64%	43%	83%	63%	58%	47%	*
Reading Including EOC	2023	52%	73%	**77%**	44%	77%	78%	*	*	*	71%	48%	92%	80%	68%	68%	*
Math Including EOC	2023	40%	68%	**67%**	44%	62%	69%	*	*	*	64%	43%	83%	66%	67%	47%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**68%**	51%	66%	70%	*	92%	*	62%	38%	77%	68%	68%	50%	57%

	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	39%	65%	**68%**	51%	66%	70%	*	92%	*	62%	38%	77%	68%	68%	50%	57%
Reading Including EOC	2023	53%	74%	**76%**	57%	76%	77%	*	100%	*	68%	41%	83%	77%	73%	60%	64%
Math Including EOC	2023	47%	72%	**77%**	69%	73%	79%	*	92%	*	76%	47%	83%	76%	78%	59%	64%

* 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%	58%	**60%**	57%	59%	60%	-	*	-	56%	50%	38%	60%	60%	53%	*
Grade 4 Mathematics	2023	63%	78%	**85%**	87%	84%	85%	-	*	-	88%	68%	75%	86%	84%	79%	*
Grade 5 ELA/Reading	2023	65%	77%	**76%**	73%	83%	74%	*	80%	-	83%	64%	67%	77%	74%	71%	81%
Grade 5 Mathematics	2023	71%	78%	**77%**	91%	81%	74%	*	80%	-	75%	80%	67%	72%	85%	76%	88%
Grade 6 ELA/Reading	2023	51%	59%	**59%**	44%	63%	58%	*	*	*	64%	51%	67%	61%	55%	54%	*
Grade 6 Mathematics	2023	54%	56%	**43%**	33%	40%	43%	*	*	*	61%	33%	54%	40%	52%	38%	*
All Grades Both Subjects	2023	64%	71%	**66%**	66%	67%	65%	43%	88%	*	71%	56%	61%	65%	69%	60%	77%
All Grades ELA/Reading	2023	63%	69%	**65%**	59%	67%	64%	*	92%	*	69%	55%	59%	65%	64%	58%	71%
All Grades Mathematics	2023	66%	73%	**67%**	74%	66%	66%	*	83%	*	72%	57%	64%	64%	74%	62%	82%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	55%	**86%**	*	*	88%	-	-	-	*	*	*	89%	80%	*	-
Grade 4 Mathematics	2023	27%	43%	**67%**	*	*	80%	-	-	-	-	*	*	80%	*	*	-
Grade 5 ELA/Reading	2023	37%	65%	**56%**	*	67%	67%	-	-	-	*	33%	-	60%	50%	0%	*
Grade 5 Mathematics	2023	48%	73%	**82%**	*	*	89%	-	-	-	*	82%	-	86%	80%	71%	*
Grade 6 ELA/Reading	2023	26%	18%	**27%**	*	20%	*	-	-	-	-	29%	-	25%	*	20%	*
Grade 6 Mathematics	2023	35%	58%	**40%**	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades Both Subjects	2023	38%	53%	**64%**	58%	50%	74%	-	-	-	*	47%	*	64%	63%	37%	*
All Grades ELA/Reading	2023	35%	50%	**58%**	50%	54%	67%	-	-	-	*	36%	*	59%	56%	19%	*
All Grades Mathematics	2023	40%	57%	**71%**	67%	43%	82%	-	-	-	*	64%	*	73%	69%	64%	*

* 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%	91%	**93%**	-	-	-	-	-	-	84%	-	84%	-	-	93%	84%	100%
	2022	74%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	49%	73%	**75%**	-	-	-	-	-	-	44%	-	44%	-	-	76%	44%	100%
	2022	48%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	37%	**39%**	-	-	-	-	-	-	0%	-	0%	-	-	39%	0%	92%
	2022	23%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**94%**	-	-	-	-	-	-	80%	-	80%	-	-	94%	80%	100%
	2022	75%	90%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	53%	74%	**76%**	-	-	-	-	-	-	50%	-	50%	-	-	76%	50%	100%
	2022	53%	73%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	34%	**39%**	-	-	-	-	-	-	0%	-	0%	-	-	39%	0%	80%
	2022	25%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**93%**	-	-	-	-	-	-	100%	-	100%	-	-	93%	100%	100%
	2022	72%	93%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	45%	72%	**77%**	-	-	-	-	-	-	50%	-	50%	-	-	77%	50%	100%
	2022	42%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	19%	38%	**39%**	-	-	-	-	-	-	0%	-	0%	-	-	39%	0%	100%
	2022	20%	44%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**91%**	-	-	-	-	-	-	60%	-	60%	-	-	92%	60%	*
	2022	76%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	47%	74%	**68%**	-	-	-	-	-	-	20%	-	20%	-	-	69%	20%	*
	2022	47%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	18%	35%	**41%**	-	-	-	-	-	-	0%	-	0%	-	-	41%	0%	*
	2022	21%	40%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	71%	**66%**	-	-	-	-	-	-	68%	-	68%	-	-	66%	68%	100%
All Grades ELA/Reading	2023	63%	69%	**65%**	-	-	-	-	-	-	60%	-	60%	-	-	65%	60%	100%
All Grades Mathematics	2023	66%	73%	**67%**	-	-	-	-	-	-	75%	-	75%	-	-	67%	75%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	53%	**64%**	-	-	-	-	-	-	*	-	*	-	-	64%	*	-

Texas Education Agency

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

BARBERS HILL INT NORTH (036902044) - BARBERS HILL ISD - CHAMBERS 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%	50%	**58%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	-
All Grades Mathematics	2023	40%	57%	**71%**	-	-	-	-	-	-	*	-	*	-	-	70%	*	-

* 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%	100%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**95%**	100%	88%	96%	100%	100%	*	100%	91%	93%	98%	88%	86%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	12%	3%	0%	0%	*	0%	7%	7%	1%	11%	14%	10%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	1%	0%	0%	*	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	100%	88%	97%	*	100%	*	100%	92%	94%	98%	88%	87%	88%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	12%	3%	*	0%	*	0%	7%	6%	1%	11%	13%	13%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	0%	*	0%	2%	0%	0%	0%	0%	0%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	100%	88%	97%	*	100%	*	100%	92%	94%	98%	88%	87%	88%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	12%	3%	*	0%	*	0%	7%	6%	1%	11%	13%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	2%	0%	0%	0%	0%	0%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	100%	87%	95%	*	100%	-	100%	88%	91%	97%	89%	83%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	13%	4%	*	0%	-	0%	6%	9%	2%	10%	17%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	0%	1%	*	0%	-	0%	6%	0%	1%	1%	0%	0%
Not Tested	1%	0%	**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%	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%

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

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**759**	**100.0%**	**7,318**	**5,504,150**	**761**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 4	244	32.1%	7.7%	7.2%	244	32.1%	7.7%	7.1%
Grade 5	242	31.9%	6.8%	7.2%	242	31.8%	6.8%	7.2%
Grade 6	273	36.0%	7.7%	7.3%	275	36.1%	7.8%	7.2%
Ethnic Distribution								
African American	35	4.6%	4.3%	12.8%	35	4.6%	4.3%	12.8%
Hispanic	170	22.4%	29.1%	53.0%	172	22.6%	29.1%	52.9%
White	502	66.1%	61.4%	25.6%	502	66.0%	61.4%	25.7%
American Indian	4	0.5%	0.3%	0.3%	4	0.5%	0.3%	0.3%
Asian	12	1.6%	1.5%	5.1%	12	1.6%	1.5%	5.1%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	35	4.6%	3.3%	3.0%	35	4.6%	3.3%	3.0%
Sex								
Female	372	49.0%	49.5%	48.8%	372	48.9%	49.4%	48.8%
Male	387	51.0%	50.5%	51.2%	389	51.1%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	190	25.0%	29.5%	62.1%	190	25.0%	29.5%	62.0%
Non-Educationally Disadvantaged	569	75.0%	70.5%	37.9%	571	75.0%	70.5%	38.0%
Section 504 Students	83	10.9%	8.3%	7.4%	83	10.9%	8.3%	7.4%
EB Students/EL	10	1.3%	4.9%	23.1%	10	1.3%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	65	8.6%	6.4%	5.5%	65	8.5%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.4%	0.2%	1.3%	3	0.4%	0.2%	1.3%
Immigrant	0	0.0%	0.6%	2.2%	0	0.0%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	759	100.0%	56.8%	64.6%	761	100.0%	56.9%	64.6%
Military Connected	87	11.5%	10.4%	3.6%	87	11.4%	10.4%	3.6%
At-Risk	129	17.0%	32.0%	53.3%	129	17.0%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	10	1.3%	4.9%	23.2%	10	1.3%	4.9%	23.2%
Career and Technical Education	0	0.0%	19.1%	26.5%	0	0.0%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	49	6.5%	5.8%	8.2%	49	6.4%	5.8%	8.2%
Special Education	99	13.0%	11.4%	12.6%	101	13.3%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**99**							
Students with Intellectual Disabilities	49	49.5%	40.0%	44.1%				
Students with Physical Disabilities	17	17.2%	18.8%	20.0%				
Students with Autism	20	20.2%	19.7%	15.5%				
Students with Behavioral Disabilities	13	13.1%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**-**	**-**	**11.4%**	**16.8%**				
African American	-	-	0.7%	3.3%				
Hispanic	-	-	3.7%	8.7%				
White	-	-	6.3%	3.4%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.0%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.6%	0.6%				
Special Ed Students who are Mobile	-	-	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**0**	**0.0%**	**8.8%**	**18.1%**				

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

Class Size Information	Campus	District	State
Elementary			
Grade 4	19.6	19.6	19.4
Grade 5	19.5	19.0	20.8
Grade 6	22.4	21.8	19.2

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**84.9**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	67.3	79.3%	62.4%	64.1%
Teachers	59.9	70.6%	47.6%	48.7%
Professional Support	4.4	5.2%	10.6%	10.9%
Campus Administration (School Leadership)	3.0	3.5%	3.0%	3.3%
Educational Aides	17.5	20.7%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff	**8.3**	**9.8%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	0.0	0.0%	2.4%	11.8%
Hispanic	2.3	3.9%	8.3%	29.6%
White	57.6	96.1%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.2%
Teachers by Sex				
Males	5.0	8.4%	16.0%	24.4%
Females	54.9	91.6%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	48.0	80.1%	71.0%	72.2%
Masters	11.9	19.9%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	3.3%	1.8%	9.7%
1-5 Years Experience	4.3	7.3%	12.9%	26.3%
6-10 Years Experience	10.7	17.8%	21.5%	20.5%
11-20 Years Experience	26.7	44.5%	41.9%	27.2%
21-30 Years Experience	12.2	20.4%	19.2%	13.3%
Over 30 Years Experience	4.0	6.7%	2.7%	2.9%
Number of Students per Teacher	12.7	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.1
Average Years Experience of Principals with District	1.0	3.1	5.3
Average Years Experience of Assistant Principals	3.0	5.8	5.2
Average Years Experience of Assistant Principals with District	3.0	3.4	4.4
Average Years Experience of Teachers	15.6	14.2	11.0
Average Years Experience of Teachers with District	7.7	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$65,251	$64,665	$53,300
1-5 Years Experience	$67,344	$67,934	$56,516
6-10 Years Experience	$70,593	$70,996	$59,732
11-20 Years Experience	$79,981	$79,937	$63,389
21-30 Years Experience	$84,424	$84,383	$67,876
Over 30 Years Experience	$87,130	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$78,283	$77,355	$60,717
Professional Support	$84,471	$86,643	$72,022
Campus Administration (School Leadership)	$95,830	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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%	2.3%	5.9%
Career and Technical Education	0.0	0.0%	3.4%	5.4%
Compensatory Education	3.0	5.0%	4.0%	3.2%
Gifted and Talented Education	3.4	5.7%	2.4%	1.7%
Regular Education	47.9	79.9%	79.1%	70.6%
Special Education	5.7	9.5%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL INT SOUTH

Campus Number: 036902045

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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%	95%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	50%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	39%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	45%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	19%	36%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	92%	**90%**	72%	86%	94%	*	*	-	100%	62%	91%	92%	86%	84%	74%
At Meets Grade Level or Above	2023	48%	66%	**61%**	44%	45%	69%	*	*	-	100%	24%	73%	64%	54%	41%	30%
At Masters Grade Level	2023	22%	34%	**29%**	22%	22%	33%	*	*	-	40%	5%	18%	31%	26%	17%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	89%	**84%**	61%	81%	88%	*	*	-	100%	52%	91%	87%	80%	76%	70%
At Meets Grade Level or Above	2023	48%	72%	**63%**	39%	47%	72%	*	*	-	80%	26%	91%	68%	53%	48%	33%
At Masters Grade Level	2023	22%	42%	**35%**	22%	23%	42%	*	*	-	40%	5%	27%	40%	24%	23%	11%
Grade 5 Reading																	
At Approaches Grade Level or Above	2023	81%	95%	**95%**	85%	97%	95%	-	-	-	80%	76%	80%	96%	92%	92%	96%
At Meets Grade Level or Above	2023	57%	77%	**77%**	77%	75%	78%	-	-	-	80%	37%	80%	81%	70%	60%	64%
At Masters Grade Level	2023	28%	47%	**48%**	31%	37%	55%	-	-	-	60%	8%	20%	52%	41%	26%	40%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	96%	**94%**	85%	94%	96%	-	-	-	80%	79%	100%	96%	91%	90%	96%
At Meets Grade Level or Above	2023	51%	77%	**72%**	54%	61%	79%	-	-	-	80%	37%	40%	79%	58%	58%	56%
At Masters Grade Level	2023	21%	37%	**37%**	23%	24%	44%	-	-	-	40%	16%	0%	44%	22%	16%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	89%	**86%**	77%	81%	90%	-	-	-	80%	66%	80%	88%	83%	69%	76%
At Meets Grade Level or Above	2023	36%	65%	**63%**	46%	42%	74%	-	-	-	80%	32%	60%	68%	51%	34%	32%
At Masters Grade Level	2023	16%	38%	**35%**	8%	20%	44%	-	-	-	60%	13%	20%	40%	24%	21%	12%
Grade 6 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	77%	90%	**88%**	89%	84%	91%	*	*	-	86%	58%	*	90%	85%	84%	73%
At Meets Grade Level or Above	2023	52%	73%	**69%**	67%	60%	76%	*	*	-	71%	26%	*	74%	60%	59%	40%
At Masters Grade Level	2023	22%	35%	**36%**	33%	29%	41%	*	*	-	43%	3%	*	38%	33%	29%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	90%	**94%**	78%	91%	96%	*	*	-	100%	77%	*	94%	94%	90%	90%
At Meets Grade Level or Above	2023	40%	68%	**69%**	56%	62%	73%	*	*	-	86%	40%	*	72%	63%	59%	50%
At Masters Grade Level	2023	16%	37%	**44%**	33%	32%	50%	*	*	-	43%	23%	*	45%	41%	37%	23%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	55%	75%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	27%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	86%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	37%	70%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	11%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	95%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	58%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	28%	44%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	93%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	46%	70%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	17%	28%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	92%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	47%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	17%	36%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	33%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	52%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	13%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	54%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	9%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	43%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	23%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	56%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	21%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	70%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	38%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	61%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	12%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**90%**	76%	87%	93%	*	93%	-	90%	67%	91%	92%	87%	83%	82%
At Meets Grade Level or Above	2023	49%	73%	**67%**	53%	56%	74%	*	64%	-	82%	31%	67%	72%	58%	51%	43%
At Masters Grade Level	2023	20%	37%	**37%**	24%	26%	44%	*	43%	-	46%	10%	16%	41%	30%	24%	19%

	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)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**91%**	80%	89%	93%	*	86%	-	88%	66%	90%	92%	88%	86%	80%
At Meets Grade Level or Above	2023	53%	74%	**69%**	60%	59%	74%	*	43%	-	82%	29%	65%	72%	61%	53%	44%
At Masters Grade Level	2023	20%	34%	**37%**	28%	29%	42%	*	29%	-	47%	5%	15%	39%	33%	23%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**91%**	73%	88%	93%	*	100%	-	94%	68%	95%	92%	88%	84%	85%
At Meets Grade Level or Above	2023	45%	72%	**68%**	48%	56%	75%	*	86%	-	82%	34%	70%	73%	58%	54%	46%
At Masters Grade Level	2023	19%	38%	**38%**	25%	26%	45%	*	57%	-	41%	14%	15%	43%	29%	25%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	92%	**86%**	77%	81%	90%	-	-	-	80%	66%	80%	88%	83%	69%	76%
At Meets Grade Level or Above	2023	47%	74%	**63%**	46%	42%	74%	-	-	-	80%	32%	60%	68%	51%	34%	32%
At Masters Grade Level	2023	18%	35%	**35%**	8%	20%	44%	-	-	-	60%	13%	20%	40%	24%	21%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2023	38%	61%	**53%**	33%	37%	62%	*	*	-	80%	19%	73%	59%	41%	37%	22%
Reading and Mathematics Including EOC	2023	38%	61%	**53%**	33%	37%	62%	*	*	-	80%	19%	73%	59%	41%	37%	22%
Reading Including EOC	2023	48%	66%	**61%**	44%	45%	69%	*	*	-	100%	24%	73%	64%	54%	41%	30%
Math Including EOC	2023	48%	72%	**63%**	39%	47%	72%	*	*	-	80%	26%	91%	68%	53%	48%	33%
5th Graders																	
Reading and Mathematics	2023	43%	68%	**65%**	54%	53%	71%	-	-	-	80%	24%	40%	71%	51%	45%	44%
Reading and Mathematics Including EOC	2023	43%	68%	**65%**	54%	53%	71%	-	-	-	80%	24%	40%	71%	51%	45%	44%
Reading Including EOC	2023	57%	77%	**77%**	77%	75%	78%	-	-	-	80%	37%	80%	81%	70%	60%	64%
Math Including EOC	2023	51%	77%	**72%**	54%	61%	79%	-	-	-	80%	37%	40%	79%	58%	58%	56%
6th Graders																	
Reading and Mathematics	2023	35%	61%	**60%**	56%	53%	65%	*	*	-	71%	20%	*	64%	52%	50%	37%
Reading and Mathematics Including EOC	2023	35%	61%	**60%**	56%	53%	65%	*	*	-	71%	20%	*	64%	52%	50%	37%
Reading Including EOC	2023	52%	73%	**69%**	67%	60%	76%	*	*	-	71%	26%	*	74%	60%	59%	40%
Math Including EOC	2023	40%	68%	**69%**	56%	62%	73%	*	*	-	86%	40%	*	72%	63%	59%	50%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**59%**	45%	47%	66%	*	43%	-	76%	21%	55%	64%	47%	43%	34%

	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	39%	65%	**59%**	45%	47%	66%	*	43%	-	76%	21%	55%	64%	47%	43%	34%
Reading Including EOC	2023	53%	74%	**69%**	60%	59%	74%	*	43%	-	82%	29%	65%	72%	61%	53%	44%
Math Including EOC	2023	47%	72%	**68%**	48%	56%	75%	*	86%	-	82%	34%	70%	73%	58%	54%	46%

* 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%	58%	**57%**	61%	49%	59%	*	*	-	*	45%	68%	58%	53%	43%	35%
Grade 4 Mathematics	2023	63%	78%	**72%**	64%	70%	75%	*	*	-	*	60%	55%	74%	68%	64%	57%
Grade 5 ELA/Reading	2023	65%	77%	**79%**	68%	77%	80%	-	-	-	80%	63%	*	81%	73%	64%	82%
Grade 5 Mathematics	2023	71%	78%	**79%**	95%	73%	82%	-	-	-	60%	81%	*	78%	81%	72%	76%
Grade 6 ELA/Reading	2023	51%	59%	**59%**	50%	51%	64%	*	*	-	57%	35%	*	62%	51%	55%	43%
Grade 6 Mathematics	2023	54%	56%	**68%**	83%	63%	70%	*	*	-	79%	57%	*	65%	77%	63%	78%
All Grades Both Subjects	2023	64%	71%	**69%**	69%	63%	71%	*	67%	-	72%	57%	63%	69%	67%	59%	61%
All Grades ELA/Reading	2023	63%	69%	**64%**	61%	58%	67%	*	58%	-	69%	48%	66%	66%	59%	53%	52%
All Grades Mathematics	2023	66%	73%	**73%**	77%	69%	75%	*	75%	-	75%	67%	61%	72%	75%	66%	70%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	55%	**40%**	40%	30%	43%	*	-	-	-	33%	-	42%	36%	20%	20%
Grade 4 Mathematics	2023	27%	43%	**38%**	17%	43%	42%	*	-	-	-	22%	-	29%	48%	40%	30%
Grade 5 ELA/Reading	2023	37%	65%	**73%**	*	80%	80%	-	-	-	-	71%	*	77%	67%	67%	*
Grade 5 Mathematics	2023	48%	73%	**67%**	*	73%	78%	-	-	-	*	53%	*	77%	55%	73%	*
Grade 6 ELA/Reading	2023	26%	18%	**13%**	*	17%	13%	-	*	-	*	0%	-	19%	0%	0%	0%
Grade 6 Mathematics	2023	35%	58%	**64%**	*	60%	*	-	-	-	-	*	-	56%	80%	20%	57%
All Grades Both Subjects	2023	38%	53%	**46%**	26%	49%	52%	*	*	-	*	37%	*	46%	47%	43%	38%
All Grades ELA/Reading	2023	35%	50%	**41%**	25%	41%	47%	*	*	-	*	39%	*	44%	37%	33%	24%
All Grades Mathematics	2023	40%	57%	**51%**	27%	55%	57%	*	-	-	*	34%	*	48%	54%	50%	50%

* 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)

BARBERS HILL INT SOUTH (036902045) - BARBERS HILL ISD - CHAMBERS 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%	91%	**90%**	79%	79%	-	-	-	-	87%	-	87%	-	83%	91%	81%	100%
	2022	74%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	49%	73%	**67%**	38%	38%	-	-	-	-	50%	-	50%	-	33%	70%	40%	93%
	2022	48%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	37%	**37%**	15%	15%	-	-	-	-	20%	-	20%	-	17%	39%	16%	60%
	2022	23%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**91%**	80%	80%	-	-	-	-	79%	-	79%	-	*	92%	79%	100%
	2022	75%	90%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	53%	74%	**69%**	39%	39%	-	-	-	-	43%	-	43%	-	*	71%	39%	100%
	2022	53%	73%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	20%	34%	**37%**	20%	20%	-	-	-	-	14%	-	14%	-	*	39%	18%	43%
	2022	25%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**91%**	81%	81%	-	-	-	-	93%	-	93%	-	*	91%	84%	100%
	2022	72%	93%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	45%	72%	**68%**	41%	41%	-	-	-	-	57%	-	57%	-	*	70%	43%	86%
	2022	42%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	19%	38%	**38%**	12%	12%	-	-	-	-	29%	-	29%	-	*	40%	16%	71%
	2022	20%	44%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**86%**	73%	73%	-	-	-	-	*	-	*	-	-	87%	75%	*
	2022	76%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	47%	74%	**63%**	27%	27%	-	-	-	-	*	-	*	-	-	66%	29%	*
	2022	47%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	18%	35%	**35%**	9%	9%	-	-	-	-	*	-	*	-	-	38%	8%	*
	2022	21%	40%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	71%	**69%**	62%	62%	-	-	-	-	56%	-	56%	-	67%	69%	61%	71%
All Grades ELA/Reading	2023	63%	69%	**64%**	56%	56%	-	-	-	-	42%	-	42%	-	*	65%	53%	57%
All Grades Mathematics	2023	66%	73%	**73%**	68%	68%	-	-	-	-	69%	-	69%	-	*	73%	69%	86%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	53%	**46%**	33%	33%	-	-	-	-	43%	-	43%	-	*	49%	38%	-

Texas Education Agency

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

BARBERS HILL INT SOUTH (036902045) - BARBERS HILL ISD - CHAMBERS 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%	50%	**41%**	25%	25%	-	-	-	-	*	-	*	-	*	47%	24%	-
All Grades Mathematics	2023	40%	57%	**51%**	40%	40%	-	-	-	-	*	-	*	-	*	51%	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%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	81%	93%	98%	*	100%	-	100%	95%	92%	98%	91%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	18%	6%	2%	*	0%	-	0%	5%	8%	2%	8%	7%	8%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	1%	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%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	82%	93%	98%	*	100%	-	100%	95%	91%	98%	91%	93%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	18%	6%	2%	*	0%	-	0%	5%	9%	2%	8%	7%	9%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	98%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	80%	93%	98%	*	100%	-	100%	95%	91%	98%	90%	93%	88%
Not Included in Accountability: Mobile	5%	4%	**4%**	18%	6%	2%	*	0%	-	0%	5%	9%	2%	8%	7%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	2%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	2%	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%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	81%	95%	99%	-	-	-	100%	95%	100%	98%	93%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	19%	5%	1%	-	-	-	0%	5%	0%	2%	7%	6%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

	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%	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%

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

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**872**	**100.0%**	**7,318**	**5,504,150**	**872**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 4	321	36.8%	7.7%	7.2%	321	36.8%	7.7%	7.1%
Grade 5	257	29.5%	6.8%	7.2%	257	29.5%	6.8%	7.2%
Grade 6	294	33.7%	7.7%	7.3%	294	33.7%	7.8%	7.2%
Ethnic Distribution								
African American	40	4.6%	4.3%	12.8%	40	4.6%	4.3%	12.8%
Hispanic	276	31.7%	29.1%	53.0%	276	31.7%	29.1%	52.9%
White	526	60.3%	61.4%	25.6%	526	60.3%	61.4%	25.7%
American Indian	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Asian	7	0.8%	1.5%	5.1%	7	0.8%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	2.4%	3.3%	3.0%	21	2.4%	3.3%	3.0%
Sex								
Female	435	49.9%	49.5%	48.8%	435	49.9%	49.4%	48.8%
Male	437	50.1%	50.5%	51.2%	437	50.1%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	276	31.7%	29.5%	62.1%	276	31.7%	29.5%	62.0%
Non-Educationally Disadvantaged	596	68.3%	70.5%	37.9%	596	68.3%	70.5%	38.0%
Section 504 Students	106	12.2%	8.3%	7.4%	106	12.2%	8.3%	7.4%
EB Students/EL	84	9.6%	4.9%	23.1%	84	9.6%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	105	12.0%	6.4%	5.5%	105	12.0%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.2%	1.3%	0	0.0%	0.2%	1.3%
Immigrant	14	1.6%	0.6%	2.2%	14	1.6%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	872	100.0%	56.8%	64.6%	872	100.0%	56.9%	64.6%
Military Connected	90	10.3%	10.4%	3.6%	90	10.3%	10.4%	3.6%
At-Risk	256	29.4%	32.0%	53.3%	256	29.4%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	81	9.3%	4.9%	23.2%	81	9.3%	4.9%	23.2%
Career and Technical Education	0	0.0%	19.1%	26.5%	0	0.0%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	45	5.2%	5.8%	8.2%	45	5.2%	5.8%	8.2%
Special Education	111	12.7%	11.4%	12.6%	111	12.7%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**111**							
Students with Intellectual Disabilities	56	50.5%	40.0%	44.1%				
Students with Physical Disabilities	16	14.4%	18.8%	20.0%				
Students with Autism	21	18.9%	19.7%	15.5%				
Students with Behavioral Disabilities	18	16.2%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**-**	**-**	**11.4%**	**16.8%**				
African American	-	-	0.7%	3.3%				
Hispanic	-	-	3.7%	8.7%				
White	-	-	6.3%	3.4%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.0%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.6%	0.6%				
Special Ed Students who are Mobile	-	-	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**0**	**0.0%**	**8.8%**	**18.1%**				

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

Class Size Information	Campus	District	State
Elementary			
Grade 4	19.6	19.6	19.4
Grade 5	18.4	19.0	20.8
Grade 6	21.2	21.8	19.2

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**81.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	70.9	86.9%	62.4%	64.1%
Teachers	63.9	78.3%	47.6%	48.7%
Professional Support	4.0	4.9%	10.6%	10.9%
Campus Administration (School Leadership)	3.0	3.7%	3.0%	3.3%
Educational Aides	10.7	13.1%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff	**18.4**	**22.5%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	3.0	4.7%	2.4%	11.8%
Hispanic	9.4	14.7%	8.3%	29.6%
White	50.4	79.0%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	1.6%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.2%
Teachers by Sex				
Males	4.5	7.0%	16.0%	24.4%
Females	59.4	93.0%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	49.9	78.1%	71.0%	72.2%
Masters	14.0	21.9%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.8%	9.7%
1-5 Years Experience	4.0	6.3%	12.9%	26.3%
6-10 Years Experience	13.0	20.4%	21.5%	20.5%
11-20 Years Experience	33.8	53.0%	41.9%	27.2%
21-30 Years Experience	11.0	17.2%	19.2%	13.3%
Over 30 Years Experience	2.0	3.1%	2.7%	2.9%
Number of Students per Teacher	13.7	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.3	6.1
Average Years Experience of Principals with District	1.0	3.1	5.3
Average Years Experience of Assistant Principals	3.5	5.8	5.2
Average Years Experience of Assistant Principals with District	1.0	3.4	4.4
Average Years Experience of Teachers	14.7	14.2	11.0
Average Years Experience of Teachers with District	6.9	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$64,665	$53,300
1-5 Years Experience	$69,777	$67,934	$56,516
6-10 Years Experience	$70,455	$70,996	$59,732
11-20 Years Experience	$79,758	$79,937	$63,389
21-30 Years Experience	$83,580	$84,383	$67,876
Over 30 Years Experience	$90,680	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$78,233	$77,355	$60,717
Professional Support	$79,947	$86,643	$72,022
Campus Administration (School Leadership)	$91,271	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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	5.0	7.8%	2.3%	5.9%
Career and Technical Education	0.0	0.0%	3.4%	5.4%
Compensatory Education	3.0	4.7%	4.0%	3.2%
Gifted and Talented Education	3.1	4.8%	2.4%	1.7%
Regular Education	50.3	78.8%	79.1%	70.6%
Special Education	2.4	3.8%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL MIDDLE NORTH

Campus Number: 036902042

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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%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	70%	86%	**85%**	38%	82%	86%	*	100%	-	100%	38%	100%	88%	79%	75%	67%
At Meets Grade Level or Above	2023	52%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	64%	**67%**	25%	56%	70%	*	100%	-	86%	25%	100%	69%	61%	46%	44%
At Masters Grade Level	2023	22%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	39%	**42%**	25%	27%	45%	*	100%	-	57%	6%	75%	44%	39%	18%	22%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	73%	94%	**93%**	75%	94%	92%	*	*	-	100%	59%	100%	94%	89%	82%	89%
At Meets Grade Level or Above	2023	40%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	39%	69%	**67%**	38%	61%	68%	*	*	-	83%	25%	86%	66%	69%	50%	67%
At Masters Grade Level	2023	16%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	16%	40%	**34%**	0%	29%	35%	*	*	-	58%	6%	29%	33%	36%	16%	33%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	92%	**91%**	64%	91%	91%	*	100%	-	100%	47%	100%	91%	90%	85%	80%
	2022	80%	92%	**93%**	100%	91%	93%	-	*	-	*	57%	100%	93%	92%	85%	80%
At Meets Grade Level or Above	2023	55%	75%	**76%**	36%	79%	76%	*	100%	-	81%	28%	89%	77%	75%	58%	80%
	2022	56%	76%	**78%**	67%	74%	79%	-	*	-	*	29%	100%	80%	74%	65%	60%
At Masters Grade Level	2023	27%	42%	**43%**	18%	32%	47%	*	86%	-	50%	17%	56%	42%	46%	17%	20%
	2022	37%	59%	**61%**	33%	52%	63%	-	*	-	*	18%	80%	63%	55%	44%	40%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	86%	**83%**	55%	79%	86%	*	*	-	93%	36%	100%	84%	82%	77%	90%
	2022	61%	91%	**90%**	50%	87%	93%	-	*	-	*	59%	100%	91%	89%	85%	80%
At Meets Grade Level or Above	2023	37%	70%	**67%**	36%	57%	72%	*	*	-	71%	22%	86%	65%	71%	44%	50%
	2022	31%	71%	**71%**	50%	60%	74%	-	*	-	*	11%	100%	75%	60%	50%	40%
At Masters Grade Level	2023	11%	37%	**32%**	9%	25%	34%	*	*	-	50%	14%	43%	29%	37%	12%	30%
	2022	13%	43%	**42%**	33%	40%	41%	-	*	-	*	11%	60%	45%	35%	29%	20%
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%	95%	**96%**	100%	98%	95%	-	*	-	*	75%	100%	96%	95%	93%	*
	2022	83%	94%	**95%**	100%	96%	94%	*	100%	-	88%	79%	*	97%	91%	91%	88%
At Meets Grade Level or Above	2023	58%	78%	**83%**	67%	84%	83%	-	*	-	*	46%	100%	85%	78%	65%	*
	2022	58%	74%	**73%**	75%	67%	75%	*	100%	-	75%	42%	*	77%	65%	67%	38%
At Masters Grade Level	2023	28%	44%	**53%**	33%	50%	53%	-	*	-	*	18%	80%	53%	52%	28%	*
	2022	37%	51%	**50%**	33%	44%	51%	*	100%	-	50%	16%	*	53%	42%	36%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	93%	**93%**	*	100%	89%	-	*	-	*	76%	*	92%	94%	92%	*
	2022	71%	91%	**89%**	100%	88%	86%	*	100%	-	100%	72%	*	90%	86%	86%	63%
At Meets Grade Level or Above	2023	46%	70%	**62%**	*	67%	61%	-	*	-	*	36%	*	63%	60%	56%	*
	2022	40%	70%	**60%**	73%	55%	58%	*	100%	-	71%	33%	*	59%	61%	51%	38%
At Masters Grade Level	2023	17%	28%	**22%**	*	33%	18%	-	*	-	*	8%	*	21%	26%	17%	*
	2022	14%	30%	**21%**	9%	17%	18%	*	100%	-	43%	11%	*	21%	20%	7%	13%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	92%	**93%**	100%	94%	92%	-	*	-	*	61%	83%	94%	91%	86%	*
	2022	74%	89%	**90%**	92%	80%	92%	*	100%	-	100%	58%	*	92%	85%	82%	50%
At Meets Grade Level or Above	2023	47%	74%	**76%**	33%	76%	77%	-	*	-	*	39%	67%	76%	77%	60%	*
	2022	45%	64%	**63%**	67%	48%	67%	*	100%	-	75%	32%	*	70%	50%	49%	38%
At Masters Grade Level	2023	17%	36%	**41%**	17%	35%	43%	-	*	-	*	14%	33%	44%	34%	19%	*
	2022	24%	38%	**35%**	25%	15%	40%	*	100%	-	38%	11%	*	39%	26%	16%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	82%	**78%**	50%	86%	76%	-	*	-	*	39%	67%	78%	80%	60%	*
	2022	61%	81%	**79%**	75%	74%	80%	*	100%	-	88%	32%	*	81%	74%	75%	25%
At Meets Grade Level or Above	2023	33%	52%	**53%**	17%	45%	55%	-	*	-	*	29%	67%	54%	50%	28%	*
	2022	31%	49%	**45%**	25%	26%	52%	*	100%	-	25%	21%	*	50%	35%	24%	0%
At Masters Grade Level	2023	16%	28%	**34%**	17%	33%	33%	-	*	-	*	21%	33%	36%	27%	21%	*
	2022	18%	28%	**26%**	25%	11%	30%	*	86%	-	13%	16%	*	29%	19%	13%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	95%	**99%**	*	94%	100%	*	*	-	*	*	83%	99%	100%	100%	*
	2022	76%	92%	**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%	74%	**95%**	*	94%	95%	*	*	-	*	*	83%	95%	100%	100%	*
	2022	43%	68%	**89%**	*	77%	90%	-	100%	-	*	*	-	88%	100%	83%	-
At Masters Grade Level	2023	23%	47%	**76%**	*	63%	76%	*	*	-	*	*	83%	76%	78%	100%	*
	2022	27%	48%	**71%**	*	62%	71%	-	100%	-	*	*	-	69%	82%	50%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**89%**	74%	91%	89%	83%	100%	-	98%	55%	90%	90%	89%	82%	89%
	2022	74%	91%	**90%**	82%	87%	90%	93%	100%	-	97%	56%	100%	91%	86%	83%	67%
At Meets Grade Level or Above	2023	49%	73%	**72%**	39%	69%	73%	67%	96%	-	83%	34%	78%	73%	71%	53%	53%
	2022	48%	72%	**67%**	54%	56%	69%	50%	100%	-	75%	27%	84%	70%	60%	51%	40%
At Masters Grade Level	2023	20%	37%	**41%**	20%	36%	43%	67%	73%	-	63%	17%	51%	42%	40%	21%	25%
	2022	23%	42%	**41%**	24%	30%	43%	29%	92%	-	48%	12%	53%	43%	35%	23%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**93%**	76%	94%	93%	*	100%	-	100%	59%	100%	93%	92%	89%	86%
	2022	75%	90%	**91%**	81%	90%	91%	100%	100%	-	96%	54%	100%	93%	87%	84%	77%
At Meets Grade Level or Above	2023	53%	74%	**79%**	47%	81%	79%	*	100%	-	83%	36%	93%	81%	76%	61%	71%
	2022	53%	73%	**72%**	58%	65%	74%	40%	100%	-	83%	30%	100%	75%	66%	59%	45%
At Masters Grade Level	2023	20%	34%	**48%**	24%	40%	50%	*	80%	-	56%	17%	64%	47%	48%	22%	21%
	2022	25%	41%	**50%**	31%	40%	53%	20%	94%	-	58%	13%	75%	53%	45%	32%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**89%**	71%	87%	90%	*	100%	-	94%	55%	93%	90%	88%	84%	93%
	2022	72%	93%	**92%**	81%	91%	92%	100%	100%	-	100%	63%	100%	93%	89%	86%	77%
At Meets Grade Level or Above	2023	45%	72%	**72%**	41%	65%	75%	*	90%	-	78%	31%	73%	72%	71%	53%	43%
	2022	42%	72%	**69%**	58%	60%	70%	60%	100%	-	83%	24%	88%	70%	65%	53%	50%
At Masters Grade Level	2023	19%	38%	**39%**	18%	33%	40%	*	70%	-	61%	16%	53%	39%	38%	20%	29%
	2022	20%	44%	**37%**	15%	31%	37%	60%	88%	-	54%	11%	44%	39%	33%	20%	23%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	92%	**93%**	100%	94%	92%	-	*	-	*	61%	83%	94%	91%	86%	*
	2022	76%	91%	**90%**	92%	80%	92%	*	100%	-	100%	58%	*	92%	85%	82%	50%
At Meets Grade Level or Above	2023	47%	74%	**76%**	33%	76%	77%	-	*	-	*	39%	67%	76%	77%	60%	*
	2022	47%	72%	**63%**	67%	48%	67%	*	100%	-	75%	32%	*	70%	50%	49%	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)
At Masters Grade Level	2023	18%	35%	**41%**	17%	35%	43%	-	*	-	*	14%	33%	44%	34%	19%	*
	2022	21%	40%	**35%**	25%	15%	40%	*	100%	-	38%	11%	*	39%	26%	16%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**78%**	50%	86%	76%	-	*	-	*	39%	67%	78%	80%	60%	*
	2022	75%	88%	**79%**	75%	74%	80%	*	100%	-	88%	32%	*	81%	74%	75%	25%
At Meets Grade Level or Above	2023	52%	68%	**53%**	17%	45%	55%	-	*	-	*	29%	67%	54%	50%	28%	*
	2022	50%	68%	**45%**	25%	26%	52%	*	100%	-	25%	21%	*	50%	35%	24%	0%
At Masters Grade Level	2023	27%	45%	**34%**	17%	33%	33%	-	*	-	*	21%	33%	36%	27%	21%	*
	2022	30%	46%	**26%**	25%	11%	30%	*	86%	-	13%	16%	*	29%	19%	13%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	57%	**56%**	25%	45%	58%	*	100%	-	71%	22%	88%	55%	56%	30%	44%
Reading and Mathematics Including EOC	2022	31%	57%	**56%**	25%	45%	58%	*	100%	-	71%	22%	88%	55%	56%	30%	44%
Reading Including EOC	2022	43%	64%	**67%**	25%	56%	70%	*	100%	-	86%	25%	100%	69%	61%	46%	44%
Math Including EOC	2022	40%	69%	**68%**	38%	61%	69%	*	100%	-	86%	25%	88%	67%	69%	50%	67%
7th Graders																	
Reading and Mathematics	2023	37%	64%	**62%**	27%	54%	65%	*	*	-	71%	22%	86%	59%	67%	38%	50%
	2022	32%	64%	**67%**	33%	58%	69%	-	*	-	*	11%	100%	71%	56%	46%	40%
Reading and Mathematics Including EOC	2023	38%	65%	**63%**	27%	54%	67%	*	100%	-	75%	22%	89%	61%	67%	38%	50%
	2022	33%	65%	**67%**	33%	59%	70%	-	*	-	*	14%	100%	71%	57%	46%	40%
Reading Including EOC	2023	55%	75%	**76%**	36%	79%	76%	*	100%	-	81%	28%	89%	77%	75%	58%	80%
	2022	56%	76%	**78%**	67%	74%	79%	-	*	-	*	29%	100%	80%	74%	65%	60%
Math Including EOC	2023	43%	71%	**68%**	36%	57%	73%	*	100%	-	75%	22%	89%	67%	72%	44%	50%
	2022	37%	72%	**71%**	50%	61%	74%	-	*	-	*	14%	100%	76%	60%	50%	40%
8th Graders																	
Reading and Mathematics	2023	31%	57%	**54%**	*	64%	53%	-	*	-	*	28%	*	57%	49%	42%	*
	2022	27%	53%	**43%**	64%	45%	41%	*	*	-	20%	22%	*	45%	41%	35%	25%
Reading and Mathematics Including EOC	2023	44%	70%	**71%**	33%	74%	72%	-	*	-	*	36%	60%	75%	63%	51%	*
	2022	41%	64%	**56%**	67%	50%	56%	*	100%	-	50%	26%	*	60%	49%	45%	25%
Reading Including EOC	2023	58%	78%	**83%**	67%	84%	83%	-	*	-	*	46%	100%	85%	78%	65%	*
	2022	58%	74%	**73%**	75%	67%	75%	*	100%	-	75%	42%	*	77%	65%	67%	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)
Math Including EOC	2023	51%	79%	**75%**	50%	75%	76%	-	*	-	*	43%	50%	77%	70%	63%	*
	2022	48%	76%	**67%**	75%	59%	68%	*	100%	-	75%	37%	*	68%	66%	58%	38%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**59%**	20%	57%	61%	*	83%	-	73%	25%	67%	58%	61%	40%	38%
	2022	34%	63%	**56%**	44%	49%	58%	40%	100%	-	62%	18%	88%	59%	51%	37%	36%
Reading and Mathematics Including EOC	2023	39%	65%	**67%**	29%	63%	69%	*	90%	-	78%	28%	79%	68%	65%	44%	43%
	2022	36%	64%	**59%**	46%	51%	62%	40%	100%	-	67%	20%	88%	62%	54%	40%	36%
Reading Including EOC	2023	53%	74%	**79%**	47%	81%	79%	*	100%	-	83%	36%	93%	81%	76%	61%	71%
	2022	53%	74%	**72%**	58%	65%	74%	40%	100%	-	83%	30%	100%	75%	66%	59%	45%
Math Including EOC	2023	47%	72%	**72%**	41%	65%	75%	*	90%	-	78%	31%	73%	72%	71%	53%	43%
	2022	43%	73%	**69%**	58%	60%	70%	60%	100%	-	83%	24%	88%	70%	65%	53%	50%

* 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 7 ELA/Reading	2023	71%	80%	**78%**	59%	81%	79%	*	100%	-	69%	65%	78%	78%	80%	69%	80%
Grade 7 Mathematics	2023	56%	72%	**70%**	50%	69%	71%	*	*	-	71%	43%	79%	65%	78%	65%	85%
Grade 8 ELA/Reading	2023	63%	73%	**79%**	83%	78%	79%	-	*	-	*	72%	80%	79%	79%	65%	*
Grade 8 Mathematics	2023	74%	76%	**75%**	*	86%	72%	-	*	-	*	70%	*	73%	79%	81%	*
End of Course Algebra I	2023	76%	79%	**87%**	*	73%	88%	*	*	-	*	*	100%	87%	88%	100%	*
All Grades Both Subjects	2023	64%	71%	**77%**	65%	77%	77%	67%	89%	-	75%	62%	77%	76%	80%	70%	82%
All Grades ELA/Reading	2023	63%	69%	**79%**	68%	80%	79%	*	90%	-	72%	68%	79%	78%	79%	67%	82%
All Grades Mathematics	2023	66%	73%	**75%**	62%	74%	75%	*	89%	-	78%	56%	75%	73%	80%	74%	82%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	61%	**49%**	33%	64%	45%	-	-	-	-	29%	-	46%	54%	46%	*
Grade 7 Mathematics	2023	22%	27%	**23%**	*	33%	23%	-	-	-	-	7%	-	30%	17%	33%	*
Grade 8 ELA/Reading	2023	39%	60%	**59%**	-	*	50%	-	-	-	-	45%	-	57%	*	63%	*
Grade 8 Mathematics	2023	49%	74%	**83%**	*	100%	73%	-	-	-	-	70%	-	71%	100%	78%	*
All Grades Both Subjects	2023	38%	53%	**53%**	42%	69%	48%	-	-	-	-	33%	-	52%	55%	54%	71%
All Grades ELA/Reading	2023	35%	50%	**52%**	33%	71%	47%	-	-	-	-	34%	-	50%	56%	52%	*
All Grades Mathematics	2023	40%	57%	**54%**	50%	67%	50%	-	-	-	-	32%	-	54%	55%	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%	91%	**89%**	-	-	-	-	-	-	88%	-	88%	-	-	89%	88%	100%
	2022	74%	91%	**90%**	-	-	-	-	-	-	64%	-	64%	-	*	90%	65%	88%
At Meets Grade Level or Above	2023	49%	73%	**72%**	-	-	-	-	-	-	47%	-	47%	-	-	72%	47%	94%
	2022	48%	72%	**67%**	-	-	-	-	-	-	36%	-	36%	-	*	67%	40%	69%
At Masters Grade Level	2023	20%	37%	**41%**	-	-	-	-	-	-	16%	-	16%	-	-	42%	16%	81%
	2022	23%	42%	**41%**	-	-	-	-	-	-	9%	-	9%	-	*	41%	8%	58%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**93%**	-	-	-	-	-	-	85%	-	85%	-	-	93%	85%	100%
	2022	75%	90%	**91%**	-	-	-	-	-	-	69%	-	69%	-	*	91%	71%	100%
At Meets Grade Level or Above	2023	53%	74%	**79%**	-	-	-	-	-	-	69%	-	69%	-	-	79%	69%	100%
	2022	53%	73%	**72%**	-	-	-	-	-	-	38%	-	38%	-	*	73%	41%	70%
At Masters Grade Level	2023	20%	34%	**48%**	-	-	-	-	-	-	15%	-	15%	-	-	48%	15%	83%
	2022	25%	41%	**50%**	-	-	-	-	-	-	6%	-	6%	-	*	51%	6%	70%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**89%**	-	-	-	-	-	-	92%	-	92%	-	-	89%	92%	100%
	2022	72%	93%	**92%**	-	-	-	-	-	-	75%	-	75%	-	*	92%	76%	90%
At Meets Grade Level or Above	2023	45%	72%	**72%**	-	-	-	-	-	-	38%	-	38%	-	-	72%	38%	83%
	2022	42%	72%	**69%**	-	-	-	-	-	-	50%	-	50%	-	*	69%	53%	70%
At Masters Grade Level	2023	19%	38%	**39%**	-	-	-	-	-	-	23%	-	23%	-	-	39%	23%	67%
	2022	20%	44%	**37%**	-	-	-	-	-	-	19%	-	19%	-	*	37%	18%	50%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**93%**	-	-	-	-	-	-	*	-	*	-	-	93%	*	*
	2022	76%	91%	**90%**	-	-	-	-	-	-	50%	-	50%	-	*	91%	57%	*
At Meets Grade Level or Above	2023	47%	74%	**76%**	-	-	-	-	-	-	*	-	*	-	-	77%	*	*
	2022	47%	72%	**63%**	-	-	-	-	-	-	33%	-	33%	-	*	64%	43%	*
At Masters Grade Level	2023	18%	35%	**41%**	-	-	-	-	-	-	*	-	*	-	-	41%	*	*
	2022	21%	40%	**35%**	-	-	-	-	-	-	0%	-	0%	-	*	35%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**78%**	-	-	-	-	-	-	*	-	*	-	-	78%	*	*
	2022	75%	88%	**79%**	-	-	-	-	-	-	33%	-	33%	-	*	81%	29%	*
At Meets Grade Level or Above	2023	52%	68%	**53%**	-	-	-	-	-	-	*	-	*	-	-	53%	*	*
	2022	50%	68%	**45%**	-	-	-	-	-	-	0%	-	0%	-	*	46%	0%	*

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

BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS 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%	45%	**34%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
	2022	30%	46%	**26%**	-	-	-	-	-	-	0%	-	0%	-	*	27%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	71%	**77%**	-	-	-	-	-	-	81%	-	81%	-	-	76%	81%	96%
All Grades ELA/Reading	2023	63%	69%	**79%**	-	-	-	-	-	-	81%	-	81%	-	-	78%	81%	100%
All Grades Mathematics	2023	66%	73%	**75%**	-	-	-	-	-	-	81%	-	81%	-	-	74%	81%	92%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	53%	**53%**	-	-	-	-	-	-	71%	-	71%	-	-	52%	71%	-
All Grades ELA/Reading	2023	35%	50%	**52%**	-	-	-	-	-	-	*	-	*	-	-	51%	*	-
All Grades Mathematics	2023	40%	57%	**54%**	-	-	-	-	-	-	*	-	*	-	-	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	85%	89%	96%	100%	100%	-	100%	95%	84%	97%	87%	87%	64%
Not Included in Accountability: Mobile	4%	4%	**6%**	15%	10%	4%	0%	0%	-	0%	3%	16%	2%	13%	13%	32%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	4%
Not Tested	1%	0%	**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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	85%	88%	96%	*	100%	-	100%	96%	88%	97%	87%	85%	61%
Not Included in Accountability: Mobile	4%	4%	**6%**	15%	10%	4%	*	0%	-	0%	3%	13%	2%	13%	14%	30%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	1%	0%	*	0%	-	0%	1%	0%	1%	1%	1%	9%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	85%	89%	96%	*	100%	-	100%	96%	88%	98%	87%	86%	67%
Not Included in Accountability: Mobile	5%	4%	**6%**	15%	11%	4%	*	0%	-	0%	3%	12%	2%	13%	14%	33%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	86%	91%	96%	-	*	-	*	93%	75%	97%	88%	90%	67%
Not Included in Accountability: Mobile	4%	4%	**5%**	14%	9%	4%	-	*	-	*	3%	25%	2%	12%	10%	33%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	1%	-	*	-	*	3%	0%	1%	0%	0%	0%
Not Tested	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%	0%	**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	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	86%	91%	96%	-	*	-	*	93%	75%	97%	88%	90%	67%
Not Included in Accountability: Mobile	4%	3%	**5%**	14%	9%	4%	-	*	-	*	3%	25%	2%	12%	10%	33%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	1%	-	*	-	*	3%	0%	1%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	93%	95%	97%	100%	100%	-	94%	92%	86%	98%	93%	96%	94%
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	5%	3%	0%	0%	-	6%	7%	14%	2%	7%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	90%	94%	97%	100%	100%	-	92%	91%	84%	98%	91%	95%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	10%	6%	3%	0%	0%	-	8%	8%	16%	2%	9%	5%	8%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**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%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	90%	94%	97%	100%	100%	-	92%	91%	84%	98%	91%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**4%**	10%	6%	3%	0%	0%	-	8%	8%	16%	2%	9%	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%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**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	98%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**98%**	100%	98%	98%	*	100%	-	100%	95%	*	99%	97%	100%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	2%	2%	*	0%	-	0%	5%	*	1%	3%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	98%	**98%**	100%	98%	98%	*	100%	-	100%	95%	*	99%	97%	100%	100%
Not Included in Accountability: Mobile	4%	2%	**2%**	0%	2%	2%	*	0%	-	0%	5%	*	1%	3%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%

* 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%	94.6%	**95.2%**	96.0%	94.7%	95.1%	*	98.6%	-	96.1%	94.8%	93.7%	94.7%
2020-21	95.0%	95.9%	**95.8%**	97.1%	95.4%	95.8%	*	99.2%	-	96.7%	95.5%	93.8%	96.1%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**9.5%**	8.8%	13.1%	9.0%	0.0%	0.0%	-	3.4%	14.6%	20.6%	18.2%
2020-21	15.0%	8.6%	**7.9%**	3.3%	7.7%	8.7%	*	0.0%	-	3.8%	8.5%	18.2%	3.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	**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%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-

	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%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**525**	**100.0%**	**7,318**	**5,504,150**	**525**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 7	282	53.7%	8.3%	7.4%	282	53.7%	8.3%	7.4%
Grade 8	243	46.3%	7.6%	7.7%	243	46.3%	7.6%	7.7%
Ethnic Distribution								
African American	18	3.4%	4.3%	12.8%	18	3.4%	4.3%	12.8%
Hispanic	126	24.0%	29.1%	53.0%	126	24.0%	29.1%	52.9%
White	350	66.7%	61.4%	25.6%	350	66.7%	61.4%	25.7%
American Indian	3	0.6%	0.3%	0.3%	3	0.6%	0.3%	0.3%
Asian	10	1.9%	1.5%	5.1%	10	1.9%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	18	3.4%	3.3%	3.0%	18	3.4%	3.3%	3.0%
Sex								
Female	281	53.5%	49.5%	48.8%	281	53.5%	49.4%	48.8%
Male	244	46.5%	50.5%	51.2%	244	46.5%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	136	25.9%	29.5%	62.1%	136	25.9%	29.5%	62.0%
Non-Educationally Disadvantaged	389	74.1%	70.5%	37.9%	389	74.1%	70.5%	38.0%
Section 504 Students	52	9.9%	8.3%	7.4%	52	9.9%	8.3%	7.4%
EB Students/EL	16	3.0%	4.9%	23.1%	16	3.0%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	5	0.6%	1.6%	1.5%				
Students w/ Dyslexia	34	6.5%	6.4%	5.5%	34	6.5%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	2	0.4%	0.2%	1.3%	2	0.4%	0.2%	1.3%
Immigrant	2	0.4%	0.6%	2.2%	2	0.4%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	56.8%	64.6%	0	0.0%	56.9%	64.6%
Military Connected	63	12.0%	10.4%	3.6%	63	12.0%	10.4%	3.6%
At-Risk	115	21.9%	32.0%	53.3%	115	21.9%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	16	3.0%	4.9%	23.2%	16	3.0%	4.9%	23.2%
Career and Technical Education	118	22.5%	19.1%	26.5%	118	22.5%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	66	12.6%	5.8%	8.2%	66	12.6%	5.8%	8.2%
Special Education	68	13.0%	11.4%	12.6%	68	13.0%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**68**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	33	48.5%	40.0%	44.1%				
Students with Physical Disabilities	5	7.4%	18.8%	20.0%				
Students with Autism	15	22.1%	19.7%	15.5%				
Students with Behavioral Disabilities	15	22.1%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**73**	**9.3%**	**11.4%**	**16.8%**				
African American	8	1.0%	0.7%	3.3%				
Hispanic	23	2.9%	3.7%	8.7%				
White	37	4.7%	6.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.6%	0.6%	0.6%				
Special Ed Students who are Mobile	16	15.5%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	22.7%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	40	20.0%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**41**	**8.3%**	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.4%	0.2%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	3.1%	3.4%	0.5%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	22.8	22.9	16.2
Foreign Languages	21.8	22.8	18.8
Mathematics	21.6	23.1	17.5

Class Size Information	Campus	District	State
Science	23.0	23.5	18.5
Social Studies	22.1	24.4	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**62.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	51.5	82.5%	62.4%	64.1%
Teachers	41.2	66.1%	47.6%	48.7%
Professional Support	5.3	8.5%	10.6%	10.9%
Campus Administration (School Leadership)	4.9	7.8%	3.0%	3.3%
Educational Aides	10.9	17.5%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	6.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff	**7.0**	**11.2%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	2.0	4.8%	2.4%	11.8%
Hispanic	1.0	2.4%	8.3%	29.6%
White	38.1	92.3%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	0.4%	1.1%	1.2%
Teachers by Sex				
Males	9.4	22.7%	16.0%	24.4%
Females	31.9	77.3%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	19.5	47.2%	71.0%	72.2%
Masters	20.8	50.4%	28.3%	25.0%
Doctorate	1.0	2.4%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.8%	9.7%
1-5 Years Experience	3.5	8.4%	12.9%	26.3%
6-10 Years Experience	11.5	27.8%	21.5%	20.5%
11-20 Years Experience	15.7	38.0%	41.9%	27.2%
21-30 Years Experience	9.6	23.4%	19.2%	13.3%
Over 30 Years Experience	1.0	2.4%	2.7%	2.9%
Number of Students per Teacher	12.7	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	4.3	6.1
Average Years Experience of Principals with District	2.0	3.1	5.3
Average Years Experience of Assistant Principals	2.0	5.8	5.2
Average Years Experience of Assistant Principals with District	2.0	3.4	4.4
Average Years Experience of Teachers	14.7	14.2	11.0
Average Years Experience of Teachers with District	7.9	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$64,665	$53,300
1-5 Years Experience	$66,866	$67,934	$56,516
6-10 Years Experience	$71,962	$70,996	$59,732
11-20 Years Experience	$80,062	$79,937	$63,389
21-30 Years Experience	$84,469	$84,383	$67,876
Over 30 Years Experience	$87,581	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$77,916	$77,355	$60,717
Professional Support	$80,784	$86,643	$72,022
Campus Administration (School Leadership)	$87,399	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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%	2.3%	5.9%
Career and Technical Education	1.3	3.1%	3.4%	5.4%
Compensatory Education	1.0	2.4%	4.0%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	35.0	84.9%	79.1%	70.6%
Special Education	3.9	9.5%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL MIDDLE SOUTH

Campus Number: 036902043

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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%	90%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	70%	86%	**86%**	50%	87%	88%	-	*	-	100%	48%	86%	90%	79%	79%	81%
At Meets Grade Level or Above	2023	52%	73%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	64%	**61%**	10%	60%	65%	-	*	-	40%	11%	86%	65%	52%	44%	57%
At Masters Grade Level	2023	22%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	39%	**36%**	10%	28%	41%	-	*	-	40%	7%	14%	39%	29%	21%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	90%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	73%	94%	**94%**	70%	96%	95%	-	*	-	100%	78%	100%	96%	92%	90%	100%
At Meets Grade Level or Above	2023	40%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	39%	69%	**71%**	20%	69%	74%	-	*	-	80%	22%	86%	74%	65%	53%	62%
At Masters Grade Level	2023	16%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	16%	40%	**45%**	10%	41%	48%	-	*	-	60%	0%	71%	46%	43%	32%	33%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	92%	**93%**	64%	92%	95%	-	*	-	100%	60%	100%	93%	93%	89%	90%
	2022	80%	92%	**92%**	89%	91%	93%	*	*	-	*	67%	86%	92%	92%	87%	80%
At Meets Grade Level or Above	2023	55%	75%	**74%**	29%	71%	80%	-	*	-	80%	20%	57%	76%	70%	62%	52%
	2022	56%	76%	**74%**	89%	72%	75%	*	*	-	*	33%	29%	74%	74%	68%	45%
At Masters Grade Level	2023	27%	42%	**42%**	21%	31%	49%	-	*	-	60%	8%	29%	44%	37%	28%	19%
	2022	37%	59%	**57%**	56%	54%	59%	*	*	-	*	19%	29%	58%	53%	40%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	86%	**88%**	50%	86%	92%	-	*	-	100%	60%	86%	89%	85%	77%	76%
	2022	61%	91%	**91%**	78%	92%	92%	*	*	-	*	52%	67%	93%	87%	83%	85%
At Meets Grade Level or Above	2023	37%	70%	**73%**	43%	74%	75%	-	*	-	80%	28%	71%	73%	73%	62%	52%
	2022	31%	71%	**71%**	78%	65%	75%	*	*	-	*	19%	33%	76%	61%	56%	50%
At Masters Grade Level	2023	11%	37%	**41%**	14%	41%	42%	-	*	-	60%	12%	57%	42%	38%	32%	19%
	2022	13%	43%	**45%**	56%	45%	46%	*	*	-	*	5%	0%	48%	37%	23%	20%
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%	95%	**94%**	94%	93%	96%	*	100%	-	67%	57%	100%	96%	89%	88%	86%
	2022	83%	94%	**93%**	100%	90%	94%	-	*	-	*	54%	88%	93%	93%	93%	91%
At Meets Grade Level or Above	2023	58%	78%	**74%**	82%	73%	76%	*	60%	-	17%	10%	50%	76%	68%	59%	41%
	2022	58%	74%	**75%**	83%	69%	77%	-	*	-	*	17%	63%	75%	73%	67%	82%
At Masters Grade Level	2023	28%	44%	**37%**	35%	29%	44%	*	20%	-	0%	0%	17%	39%	32%	22%	14%
	2022	37%	51%	**53%**	50%	47%	56%	-	*	-	*	8%	38%	54%	51%	46%	27%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	93%	**94%**	91%	94%	93%	*	*	-	100%	62%	100%	95%	90%	92%	95%
	2022	71%	91%	**93%**	100%	94%	93%	-	*	-	*	54%	100%	94%	90%	94%	100%
At Meets Grade Level or Above	2023	46%	70%	**76%**	55%	76%	78%	*	*	-	50%	24%	67%	80%	66%	69%	67%
	2022	40%	70%	**78%**	83%	80%	77%	-	*	-	*	21%	71%	79%	78%	77%	71%
At Masters Grade Level	2023	17%	28%	**31%**	0%	28%	37%	*	*	-	0%	0%	17%	35%	21%	29%	29%
	2022	14%	30%	**39%**	33%	40%	39%	-	*	-	*	0%	43%	40%	37%	40%	29%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	92%	**92%**	82%	92%	93%	*	100%	-	83%	52%	100%	94%	88%	85%	82%
	2022	74%	89%	**89%**	100%	85%	92%	-	*	-	*	50%	88%	91%	84%	85%	91%
At Meets Grade Level or Above	2023	47%	74%	**72%**	59%	72%	73%	*	100%	-	67%	10%	33%	73%	70%	59%	50%
	2022	45%	64%	**66%**	50%	55%	72%	-	*	-	*	4%	50%	68%	56%	56%	55%
At Masters Grade Level	2023	17%	36%	**31%**	18%	25%	38%	*	40%	-	0%	0%	17%	35%	21%	18%	23%
	2022	24%	38%	**42%**	50%	33%	45%	-	*	-	*	0%	25%	46%	27%	31%	27%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	82%	**84%**	88%	86%	83%	*	80%	-	67%	38%	50%	85%	81%	73%	64%
	2022	61%	81%	**82%**	100%	79%	83%	-	*	-	*	42%	75%	84%	75%	79%	73%
At Meets Grade Level or Above	2023	33%	52%	**50%**	47%	46%	54%	*	60%	-	17%	10%	50%	51%	49%	40%	27%
	2022	31%	49%	**52%**	67%	41%	57%	-	*	-	*	8%	50%	53%	49%	43%	27%
At Masters Grade Level	2023	16%	28%	**23%**	18%	16%	29%	*	20%	-	17%	0%	33%	26%	18%	18%	14%
	2022	18%	28%	**30%**	33%	22%	33%	-	*	-	*	8%	25%	30%	27%	23%	18%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	95%	**100%**	100%	100%	100%	-	*	-	-	-	-	100%	100%	100%	*
	2022	76%	92%	**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%	74%	**99%**	100%	95%	100%	-	*	-	-	-	-	98%	100%	100%	*
	2022	43%	68%	**99%**	-	100%	98%	-	-	-	*	-	*	99%	100%	100%	*
At Masters Grade Level	2023	23%	47%	**86%**	83%	62%	96%	-	*	-	-	-	-	85%	86%	60%	*
	2022	27%	48%	**90%**	-	89%	90%	-	-	-	*	-	*	89%	100%	88%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**91%**	80%	91%	92%	*	95%	-	85%	55%	89%	92%	88%	84%	82%
	2022	74%	91%	**90%**	82%	90%	91%	*	100%	-	84%	56%	87%	92%	87%	86%	87%
At Meets Grade Level or Above	2023	49%	73%	**71%**	56%	70%	74%	*	82%	-	50%	17%	55%	73%	67%	59%	48%
	2022	48%	72%	**69%**	56%	65%	72%	*	86%	-	63%	17%	60%	71%	63%	58%	56%
At Masters Grade Level	2023	20%	37%	**37%**	23%	30%	43%	*	41%	-	21%	4%	29%	39%	30%	25%	20%
	2022	23%	42%	**45%**	35%	40%	48%	*	57%	-	53%	6%	33%	47%	39%	32%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**93%**	81%	93%	95%	*	100%	-	82%	59%	100%	94%	91%	88%	88%
	2022	75%	90%	**90%**	76%	89%	91%	*	100%	-	92%	56%	86%	91%	87%	86%	83%
At Meets Grade Level or Above	2023	53%	74%	**74%**	58%	72%	78%	*	67%	-	45%	15%	54%	76%	69%	60%	47%
	2022	53%	73%	**70%**	56%	67%	72%	*	83%	-	50%	19%	59%	72%	65%	59%	58%
At Masters Grade Level	2023	20%	34%	**39%**	29%	30%	47%	*	33%	-	27%	4%	23%	41%	35%	25%	16%
	2022	25%	41%	**48%**	36%	43%	52%	*	67%	-	42%	11%	27%	50%	43%	35%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**91%**	74%	90%	93%	*	100%	-	100%	61%	92%	93%	88%	85%	86%
	2022	72%	93%	**94%**	80%	95%	94%	*	100%	-	83%	63%	91%	95%	90%	89%	94%
At Meets Grade Level or Above	2023	45%	72%	**77%**	58%	77%	79%	*	100%	-	64%	26%	69%	79%	72%	66%	60%
	2022	42%	72%	**75%**	56%	73%	78%	*	83%	-	67%	21%	68%	78%	67%	62%	62%
At Masters Grade Level	2023	19%	38%	**43%**	23%	38%	48%	*	67%	-	27%	7%	38%	46%	35%	31%	26%
	2022	20%	44%	**48%**	32%	45%	50%	*	50%	-	50%	1%	45%	50%	41%	33%	31%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	92%	**92%**	82%	92%	93%	*	100%	-	83%	52%	100%	94%	88%	85%	82%
	2022	76%	91%	**89%**	100%	85%	92%	-	*	-	*	50%	88%	91%	84%	85%	91%
At Meets Grade Level or Above	2023	47%	74%	**72%**	59%	72%	73%	*	100%	-	67%	10%	33%	73%	70%	59%	50%
	2022	47%	72%	**66%**	50%	55%	72%	-	*	-	*	4%	50%	68%	56%	56%	55%

	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%	35%	**31%**	18%	25%	38%	*	40%	-	0%	0%	17%	35%	21%	18%	23%
	2022	21%	40%	**42%**	50%	33%	45%	-	*	-	*	0%	25%	46%	27%	31%	27%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**84%**	88%	86%	83%	*	80%	-	67%	38%	50%	85%	81%	73%	64%
	2022	75%	88%	**82%**	100%	79%	83%	-	*	-	*	42%	75%	84%	75%	79%	73%
At Meets Grade Level or Above	2023	52%	68%	**50%**	47%	46%	54%	*	60%	-	17%	10%	50%	51%	49%	40%	27%
	2022	50%	68%	**52%**	67%	41%	57%	-	*	-	*	8%	50%	53%	49%	43%	27%
At Masters Grade Level	2023	27%	45%	**23%**	18%	16%	29%	*	20%	-	17%	0%	33%	26%	18%	18%	14%
	2022	30%	46%	**30%**	33%	22%	33%	-	*	-	*	8%	25%	30%	27%	23%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	57%	**58%**	10%	55%	62%	-	*	-	40%	11%	86%	61%	49%	40%	52%
Reading and Mathematics Including EOC	2022	31%	57%	**58%**	10%	55%	62%	-	*	-	40%	11%	86%	61%	49%	40%	52%
Reading Including EOC	2022	43%	64%	**61%**	10%	60%	65%	-	*	-	40%	11%	86%	65%	52%	44%	57%
Math Including EOC	2022	40%	69%	**71%**	20%	69%	74%	-	*	-	80%	22%	86%	74%	65%	53%	62%
7th Graders																	
Reading and Mathematics	2023	37%	64%	**67%**	29%	65%	70%	-	*	-	80%	12%	57%	68%	65%	53%	48%
	2022	32%	64%	**62%**	78%	57%	65%	*	*	-	*	10%	17%	64%	57%	49%	35%
Reading and Mathematics Including EOC	2023	38%	65%	**67%**	29%	65%	70%	-	*	-	80%	12%	57%	68%	65%	53%	48%
	2022	33%	65%	**62%**	78%	57%	66%	*	*	-	*	10%	29%	64%	57%	49%	35%
Reading Including EOC	2023	55%	75%	**74%**	29%	71%	80%	-	*	-	80%	20%	57%	76%	70%	62%	52%
	2022	56%	76%	**74%**	89%	72%	75%	*	*	-	*	33%	29%	74%	74%	68%	45%
Math Including EOC	2023	43%	71%	**73%**	43%	74%	75%	-	*	-	80%	28%	71%	73%	73%	62%	52%
	2022	37%	72%	**72%**	78%	66%	76%	*	*	-	*	19%	43%	76%	61%	56%	50%
8th Graders																	
Reading and Mathematics	2023	31%	57%	**59%**	45%	65%	59%	*	*	-	17%	10%	50%	63%	51%	51%	38%
	2022	27%	53%	**62%**	67%	62%	61%	-	*	-	*	8%	57%	62%	63%	60%	71%
Reading and Mathematics Including EOC	2023	44%	70%	**69%**	65%	71%	71%	*	60%	-	17%	10%	50%	73%	60%	54%	41%
	2022	41%	64%	**71%**	67%	69%	72%	-	*	-	*	8%	63%	72%	67%	66%	82%
Reading Including EOC	2023	58%	78%	**74%**	82%	73%	76%	*	60%	-	17%	10%	50%	76%	68%	59%	41%
	2022	58%	74%	**75%**	83%	69%	77%	-	*	-	*	17%	63%	75%	73%	67%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	79%	**82%**	71%	80%	84%	*	100%	-	50%	24%	67%	86%	71%	71%	68%
	2022	48%	76%	**84%**	83%	84%	84%	-	*	-	*	21%	75%	85%	80%	80%	82%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	63%	**64%**	36%	65%	66%	*	60%	-	45%	11%	54%	66%	59%	52%	43%
	2022	34%	63%	**60%**	48%	58%	63%	*	67%	-	30%	10%	55%	62%	55%	48%	48%
Reading and Mathematics Including EOC	2023	39%	65%	**68%**	48%	68%	70%	*	67%	-	45%	11%	54%	70%	62%	53%	44%
	2022	36%	64%	**63%**	48%	60%	67%	*	67%	-	42%	10%	59%	66%	57%	50%	52%
Reading Including EOC	2023	53%	74%	**74%**	58%	72%	78%	*	67%	-	45%	15%	54%	76%	69%	60%	47%
	2022	53%	74%	**70%**	56%	67%	72%	*	83%	-	50%	19%	59%	72%	65%	59%	58%
Math Including EOC	2023	47%	72%	**77%**	58%	77%	79%	*	100%	-	64%	26%	69%	79%	72%	66%	60%
	2022	43%	73%	**75%**	56%	73%	78%	*	83%	-	67%	21%	68%	78%	67%	62%	62%

* 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 7 ELA/Reading	2023	71%	80%	**82%**	67%	82%	83%	-	*	-	90%	50%	83%	79%	90%	78%	81%
Grade 7 Mathematics	2023	56%	72%	**75%**	50%	80%	73%	-	*	-	80%	41%	100%	72%	82%	70%	64%
Grade 8 ELA/Reading	2023	63%	73%	**69%**	81%	61%	73%	*	50%	-	*	35%	83%	70%	64%	60%	64%
Grade 8 Mathematics	2023	74%	76%	**77%**	61%	72%	81%	*	*	-	*	55%	100%	80%	71%	81%	81%
End of Course Algebra I	2023	76%	79%	**91%**	100%	68%	98%	-	*	-	-	-	-	89%	100%	80%	*
All Grades Both Subjects	2023	64%	71%	**77%**	70%	74%	79%	*	79%	-	75%	45%	91%	76%	79%	72%	73%
All Grades ELA/Reading	2023	63%	69%	**76%**	75%	72%	78%	*	58%	-	72%	43%	83%	75%	78%	69%	72%
All Grades Mathematics	2023	66%	73%	**78%**	65%	76%	79%	*	100%	-	78%	48%	100%	77%	79%	75%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	61%	**71%**	40%	78%	73%	-	-	-	-	38%	*	71%	71%	73%	83%
Grade 7 Mathematics	2023	22%	27%	**32%**	*	36%	43%	-	-	-	-	0%	-	22%	38%	22%	*
Grade 8 ELA/Reading	2023	39%	60%	**60%**	*	40%	83%	-	-	-	*	29%	*	64%	55%	54%	60%
Grade 8 Mathematics	2023	49%	74%	**65%**	*	44%	82%	-	-	-	*	38%	*	71%	56%	57%	*
All Grades Both Subjects	2023	38%	53%	**59%**	31%	54%	73%	-	-	-	*	29%	*	62%	56%	55%	71%
All Grades ELA/Reading	2023	35%	50%	**67%**	43%	64%	78%	-	-	-	*	33%	*	69%	64%	64%	73%
All Grades Mathematics	2023	40%	57%	**49%**	17%	40%	67%	-	-	-	*	23%	*	52%	45%	43%	67%

* 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%	91%	**91%**	-	-	-	-	-	-	78%	-	78%	-	-	92%	78%	97%
	2022	74%	91%	**90%**	-	-	-	-	-	-	82%	-	82%	-	*	91%	83%	97%
At Meets Grade Level or Above	2023	49%	73%	**71%**	-	-	-	-	-	-	38%	-	38%	-	-	73%	38%	88%
	2022	48%	72%	**69%**	-	-	-	-	-	-	49%	-	49%	-	*	70%	47%	75%
At Masters Grade Level	2023	20%	37%	**37%**	-	-	-	-	-	-	13%	-	13%	-	-	38%	13%	53%
	2022	23%	42%	**45%**	-	-	-	-	-	-	16%	-	16%	-	*	47%	15%	43%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**93%**	-	-	-	-	-	-	86%	-	86%	-	-	94%	86%	95%
	2022	75%	90%	**90%**	-	-	-	-	-	-	76%	-	76%	-	*	91%	77%	93%
At Meets Grade Level or Above	2023	53%	74%	**74%**	-	-	-	-	-	-	34%	-	34%	-	-	76%	34%	90%
	2022	53%	73%	**70%**	-	-	-	-	-	-	50%	-	50%	-	*	71%	49%	78%
At Masters Grade Level	2023	20%	34%	**39%**	-	-	-	-	-	-	9%	-	9%	-	-	41%	9%	55%
	2022	25%	41%	**48%**	-	-	-	-	-	-	11%	-	11%	-	*	50%	10%	44%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**91%**	-	-	-	-	-	-	83%	-	83%	-	-	92%	83%	100%
	2022	72%	93%	**94%**	-	-	-	-	-	-	92%	-	92%	-	*	94%	92%	100%
At Meets Grade Level or Above	2023	45%	72%	**77%**	-	-	-	-	-	-	51%	-	51%	-	-	78%	51%	100%
	2022	42%	72%	**75%**	-	-	-	-	-	-	55%	-	55%	-	*	76%	54%	85%
At Masters Grade Level	2023	19%	38%	**43%**	-	-	-	-	-	-	23%	-	23%	-	-	44%	23%	55%
	2022	20%	44%	**48%**	-	-	-	-	-	-	24%	-	24%	-	*	49%	23%	59%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**92%**	-	-	-	-	-	-	76%	-	76%	-	-	93%	76%	100%
	2022	76%	91%	**89%**	-	-	-	-	-	-	83%	-	83%	-	*	89%	86%	100%
At Meets Grade Level or Above	2023	47%	74%	**72%**	-	-	-	-	-	-	41%	-	41%	-	-	74%	41%	80%
	2022	47%	72%	**66%**	-	-	-	-	-	-	33%	-	33%	-	*	67%	29%	64%
At Masters Grade Level	2023	18%	35%	**31%**	-	-	-	-	-	-	12%	-	12%	-	-	32%	12%	50%
	2022	21%	40%	**42%**	-	-	-	-	-	-	0%	-	0%	-	*	43%	0%	36%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**84%**	-	-	-	-	-	-	53%	-	53%	-	-	86%	53%	90%
	2022	75%	88%	**82%**	-	-	-	-	-	-	50%	-	50%	-	*	82%	57%	100%
At Meets Grade Level or Above	2023	52%	68%	**50%**	-	-	-	-	-	-	12%	-	12%	-	-	52%	12%	70%
	2022	50%	68%	**52%**	-	-	-	-	-	-	17%	-	17%	-	*	53%	14%	55%

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

BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS 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%	45%	**23%**	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	50%
	2022	30%	46%	**30%**	-	-	-	-	-	-	17%	-	17%	-	*	31%	14%	9%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	71%	**77%**	-	-	-	-	-	-	69%	-	69%	-	-	77%	69%	90%
All Grades ELA/Reading	2023	63%	69%	**76%**	-	-	-	-	-	-	69%	-	69%	-	-	75%	69%	90%
All Grades Mathematics	2023	66%	73%	**78%**	-	-	-	-	-	-	70%	-	70%	-	-	78%	70%	90%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	53%	**59%**	-	-	-	-	-	-	71%	-	71%	-	-	58%	71%	*
All Grades ELA/Reading	2023	35%	50%	**67%**	-	-	-	-	-	-	73%	-	73%	-	-	67%	73%	*
All Grades Mathematics	2023	40%	57%	**49%**	-	-	-	-	-	-	67%	-	67%	-	-	46%	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%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	88%	94%	98%	*	92%	-	100%	97%	100%	99%	89%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	11%	6%	2%	*	0%	-	0%	3%	0%	1%	10%	5%	7%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	8%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	1%	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%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	91%	95%	98%	*	86%	-	100%	96%	100%	99%	91%	95%	91%
Not Included in Accountability: Mobile	4%	4%	**3%**	9%	5%	2%	*	0%	-	0%	4%	0%	1%	9%	5%	6%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	14%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	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%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	89%	95%	98%	*	86%	-	100%	96%	100%	99%	90%	95%	91%
Not Included in Accountability: Mobile	5%	4%	**3%**	9%	5%	2%	*	0%	-	0%	4%	0%	1%	9%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	14%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	3%	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%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**95%**	85%	93%	98%	*	100%	-	100%	100%	100%	99%	88%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**5%**	15%	7%	2%	*	0%	-	0%	0%	0%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	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%	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%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	85%	93%	98%	*	100%	-	100%	100%	100%	99%	88%	95%	92%
Not Included in Accountability: Mobile	4%	3%	**5%**	15%	7%	2%	*	0%	-	0%	0%	0%	1%	13%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	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%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	86%	91%	96%	*	100%	-	80%	89%	97%	97%	86%	89%	90%
Not Included in Accountability: Mobile	5%	4%	**6%**	14%	8%	3%	*	0%	-	20%	9%	3%	3%	13%	11%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	2%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	83%	92%	96%	*	100%	-	80%	91%	96%	97%	86%	89%	90%
Not Included in Accountability: Mobile	5%	4%	**6%**	17%	8%	4%	*	0%	-	20%	8%	4%	3%	13%	10%	7%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	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%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**94%**	83%	92%	96%	*	100%	-	80%	91%	96%	97%	86%	89%	90%
Not Included in Accountability: Mobile	5%	5%	**6%**	17%	8%	4%	*	0%	-	20%	8%	4%	3%	13%	10%	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%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	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%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	99%	-	*	-	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	93%	96%	**95%**	100%	91%	98%	-	*	-	80%	83%	100%	98%	87%	87%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	9%	1%	-	*	-	20%	14%	0%	2%	11%	13%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	99%	-	*	-	100%	97%	100%	100%	98%	100%	100%
Included in Accountability	94%	98%	**95%**	100%	91%	98%	-	*	-	80%	83%	100%	98%	87%	87%	92%
Not Included in Accountability: Mobile	4%	2%	**4%**	0%	9%	1%	-	*	-	20%	14%	0%	2%	11%	13%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	2%	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%	94.6%	**94.4%**	94.4%	94.6%	94.3%	*	96.2%	-	97.1%	92.5%	93.9%	95.6%
2020-21	95.0%	95.9%	**96.1%**	96.2%	96.4%	95.9%	*	*	-	97.9%	93.7%	95.3%	97.0%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**13.1%**	21.9%	12.0%	13.8%	*	0.0%	-	0.0%	21.7%	16.0%	4.4%
2020-21	15.0%	8.6%	**7.0%**	3.8%	4.9%	8.4%	*	0.0%	-	0.0%	14.9%	10.6%	6.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	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%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.7%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	**-**	-	-	-	-	-	-	-	-	-	-

	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%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
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%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	96.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	445	368,686
By Ethnicity:				
African American	-	-	12	45,227
Hispanic	-	-	114	191,125
White	-	-	293	103,171
American Indian	-	-	2	1,159
Asian	-	-	7	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	17	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)	-	-	20	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	424	302,917
Special Education Graduates	-	-	31	32,447
Economically Disadvantaged Graduates	-	-	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	40,398
At-Risk Graduates	-	-	97	159,689
CTE Completers	-	-	81	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	**636**	**100.0%**	**7,318**	**5,504,150**	**636**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 7	325	51.1%	8.3%	7.4%	325	51.1%	8.3%	7.4%
Grade 8	311	48.9%	7.6%	7.7%	311	48.9%	7.6%	7.7%
Ethnic Distribution								
African American	33	5.2%	4.3%	12.8%	33	5.2%	4.3%	12.8%
Hispanic	217	34.1%	29.1%	53.0%	217	34.1%	29.1%	52.9%
White	364	57.2%	61.4%	25.6%	364	57.2%	61.4%	25.7%
American Indian	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Asian	8	1.3%	1.5%	5.1%	8	1.3%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	2.0%	3.3%	3.0%	13	2.0%	3.3%	3.0%
Sex								
Female	311	48.9%	49.5%	48.8%	311	48.9%	49.4%	48.8%
Male	325	51.1%	50.5%	51.2%	325	51.1%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	203	31.9%	29.5%	62.1%	203	31.9%	29.5%	62.0%
Non-Educationally Disadvantaged	433	68.1%	70.5%	37.9%	433	68.1%	70.5%	38.0%
Section 504 Students	78	12.3%	8.3%	7.4%	78	12.3%	8.3%	7.4%
EB Students/EL	39	6.1%	4.9%	23.1%	39	6.1%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	15	1.7%	1.6%	1.5%				
Students w/ Dyslexia	49	7.7%	6.4%	5.5%	49	7.7%	6.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.2%	1.3%	0	0.0%	0.2%	1.3%
Immigrant	3	0.5%	0.6%	2.2%	3	0.5%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	56.8%	64.6%	0	0.0%	56.9%	64.6%
Military Connected	73	11.5%	10.4%	3.6%	73	11.5%	10.4%	3.6%
At-Risk	135	21.2%	32.0%	53.3%	135	21.2%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	39	6.1%	4.9%	23.2%	39	6.1%	4.9%	23.2%
Career and Technical Education	8	1.3%	19.1%	26.5%	8	1.3%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	63.6%	72.3%	0	-	63.5%	72.2%
Gifted and Talented Education	44	6.9%	5.8%	8.2%	44	6.9%	5.8%	8.2%
Special Education	50	7.9%	11.4%	12.6%	50	7.9%	11.6%	12.7%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**50**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	26	52.0%	40.0%	44.1%				
Students with Physical Disabilities	*	*	18.8%	20.0%				
Students with Autism	**	**	19.7%	15.5%				
Students with Behavioral Disabilities	17	34.0%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**81**	**8.9%**	**11.4%**	**16.8%**				
African American	6	0.7%	0.7%	3.3%				
Hispanic	35	3.9%	3.7%	8.7%				
White	37	4.1%	6.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.6%	0.6%				
Special Ed Students who are Mobile	12	12.9%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	6.7%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	35	13.7%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**33**	**5.7%**	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.0%	0.2%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	3.7%	3.4%	0.5%
Grade 8	0.4%	0.2%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	24.1	22.9	16.2
Foreign Languages	22.4	22.8	18.8
Mathematics	23.0	23.1	17.5

Class Size Information	Campus	District	State
Science	24.8	23.5	18.5
Social Studies	24.8	24.4	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**59.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	52.5	88.2%	62.4%	64.1%
Teachers	44.0	73.9%	47.6%	48.7%
Professional Support	4.5	7.6%	10.6%	10.9%
Campus Administration (School Leadership)	4.0	6.8%	3.0%	3.3%
Educational Aides	7.0	11.8%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	6.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	15.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff	**7.7**	**13.0%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	2.0	4.6%	2.4%	11.8%
Hispanic	1.7	3.9%	8.3%	29.6%
White	39.2	89.3%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.3%	1.1%	1.2%
Teachers by Sex				
Males	8.6	19.6%	16.0%	24.4%
Females	35.3	80.4%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	28.4	64.7%	71.0%	72.2%
Masters	15.5	35.3%	28.3%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.8%	9.7%
1-5 Years Experience	2.1	4.8%	12.9%	26.3%
6-10 Years Experience	8.0	18.2%	21.5%	20.5%
11-20 Years Experience	21.8	49.6%	41.9%	27.2%
21-30 Years Experience	10.0	22.8%	19.2%	13.3%
Over 30 Years Experience	2.0	4.6%	2.7%	2.9%
Number of Students per Teacher	14.5	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	4.3	6.1
Average Years Experience of Principals with District	2.0	3.1	5.3
Average Years Experience of Assistant Principals	11.0	5.8	5.2
Average Years Experience of Assistant Principals with District	11.0	3.4	4.4
Average Years Experience of Teachers	16.2	14.2	11.0
Average Years Experience of Teachers with District	6.8	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$64,665	$53,300
1-5 Years Experience	$68,384	$67,934	$56,516
6-10 Years Experience	$70,040	$70,996	$59,732
11-20 Years Experience	$80,254	$79,937	$63,389
21-30 Years Experience	$84,311	$84,383	$67,876
Over 30 Years Experience	$86,981	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$79,053	$77,355	$60,717
Professional Support	$83,577	$86,643	$72,022
Campus Administration (School Leadership)	$91,991	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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%	2.3%	5.9%
Career and Technical Education	1.3	3.1%	3.4%	5.4%
Compensatory Education	1.0	2.3%	4.0%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	40.1	91.2%	79.1%	70.6%
Special Education	1.5	3.4%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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: BARBERS HILL ISD

Campus Name: BARBERS HILL H S

Campus Number: 036902001

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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%	85%	**85%**	80%	82%	88%	*	100%	-	67%	41%	83%	86%	82%	77%	52%
	2022	65%	85%	**86%**	70%	84%	88%	67%	100%	-	93%	48%	82%	90%	78%	73%	61%
At Meets Grade Level or Above	2023	52%	70%	**71%**	64%	64%	75%	*	100%	-	60%	16%	83%	75%	60%	59%	41%
	2022	47%	70%	**71%**	70%	61%	74%	33%	100%	-	87%	24%	45%	76%	57%	53%	30%
At Masters Grade Level	2023	13%	20%	**20%**	8%	16%	23%	*	100%	-	13%	5%	8%	22%	14%	10%	0%
	2022	11%	19%	**19%**	20%	13%	22%	0%	33%	-	13%	2%	27%	19%	19%	11%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	87%	**89%**	84%	85%	90%	*	100%	-	83%	57%	86%	90%	83%	84%	70%
	2022	72%	85%	**87%**	84%	88%	86%	*	100%	-	94%	36%	71%	90%	76%	73%	73%
At Meets Grade Level or Above	2023	54%	74%	**75%**	68%	68%	79%	*	83%	-	78%	29%	71%	79%	65%	62%	40%
	2022	55%	74%	**76%**	63%	76%	75%	*	100%	-	89%	23%	43%	81%	61%	62%	40%
At Masters Grade Level	2023	9%	16%	**17%**	5%	11%	20%	*	33%	-	11%	4%	14%	18%	13%	13%	0%
	2022	9%	13%	**13%**	16%	12%	12%	*	57%	-	17%	3%	14%	15%	7%	8%	7%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	95%	**94%**	100%	95%	93%	*	*	-	100%	80%	100%	95%	93%	92%	100%
	2022	76%	92%	**90%**	83%	95%	88%	67%	*	-	100%	70%	88%	93%	85%	86%	90%
At Meets Grade Level or Above	2023	43%	74%	**64%**	70%	62%	66%	*	*	-	38%	29%	67%	67%	59%	56%	50%
	2022	43%	68%	**60%**	50%	56%	61%	33%	*	-	100%	39%	63%	62%	55%	56%	60%
At Masters Grade Level	2023	23%	47%	**32%**	30%	33%	31%	*	*	-	25%	9%	44%	34%	29%	24%	33%
	2022	27%	48%	**36%**	33%	28%	40%	17%	*	-	64%	15%	25%	39%	31%	27%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	**96%**	100%	94%	97%	*	100%	-	100%	75%	91%	97%	95%	94%	91%
	2022	83%	94%	**95%**	88%	94%	95%	100%	100%	-	100%	72%	91%	96%	92%	89%	81%
At Meets Grade Level or Above	2023	56%	81%	**82%**	85%	75%	84%	*	100%	-	92%	42%	73%	85%	74%	70%	50%
	2022	55%	81%	**82%**	59%	79%	85%	40%	100%	-	75%	42%	82%	84%	75%	67%	62%
At Masters Grade Level	2023	21%	32%	**33%**	25%	22%	37%	*	100%	-	38%	3%	18%	35%	27%	22%	0%
	2022	21%	40%	**41%**	35%	30%	45%	20%	67%	-	56%	18%	36%	43%	36%	27%	5%
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%	98%	**98%**	100%	94%	99%	*	100%	-	100%	81%	*	98%	96%	89%	100%
	2022	89%	96%	**96%**	100%	93%	98%	*	100%	-	89%	67%	100%	98%	90%	90%	93%
At Meets Grade Level or Above	2023	70%	89%	**89%**	100%	86%	90%	*	100%	-	88%	47%	*	90%	84%	79%	60%
	2022	68%	88%	**88%**	94%	84%	90%	*	100%	-	78%	45%	89%	90%	78%	80%	86%
At Masters Grade Level	2023	38%	65%	**66%**	64%	58%	68%	*	71%	-	81%	33%	*	68%	57%	54%	40%
	2022	42%	65%	**65%**	67%	56%	69%	*	88%	-	44%	24%	33%	69%	49%	50%	43%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	100%	**100%**	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
	2022	92%	99%	**99%**	*	93%	100%	*	*	-	*	*	-	100%	93%	94%	-
At Meets Grade Level or Above	2023	61%	85%	**85%**	*	71%	88%	-	*	-	*	-	-	89%	33%	88%	-
	2022	64%	83%	**83%**	*	64%	89%	*	*	-	*	*	-	90%	50%	56%	-
At Masters Grade Level	2023	12%	20%	**21%**	*	14%	20%	-	*	-	*	-	-	22%	0%	38%	-
	2022	13%	17%	**17%**	*	14%	16%	*	*	-	*	*	-	19%	7%	6%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	91%	**92%**	92%	89%	93%	87%	100%	-	89%	64%	90%	93%	89%	87%	78%
	2022	74%	91%	**91%**	85%	91%	91%	81%	100%	-	96%	58%	87%	93%	84%	82%	78%
At Meets Grade Level or Above	2023	49%	73%	**77%**	75%	70%	80%	53%	97%	-	75%	31%	76%	80%	67%	64%	46%
	2022	48%	72%	**76%**	68%	71%	78%	48%	97%	-	84%	34%	65%	80%	64%	63%	54%
At Masters Grade Level	2023	20%	37%	**31%**	23%	25%	34%	20%	77%	-	34%	9%	24%	33%	25%	22%	10%
	2022	23%	42%	**34%**	33%	27%	36%	19%	66%	-	36%	11%	28%	36%	27%	24%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**87%**	82%	83%	89%	86%	100%	-	76%	49%	84%	88%	83%	80%	60%
	2022	75%	90%	**87%**	77%	85%	87%	75%	100%	-	94%	43%	78%	90%	77%	73%	66%
At Meets Grade Level or Above	2023	53%	74%	**73%**	66%	66%	77%	29%	92%	-	70%	23%	79%	77%	62%	61%	40%
	2022	53%	73%	**73%**	67%	68%	74%	50%	100%	-	88%	24%	44%	78%	58%	57%	34%
At Masters Grade Level	2023	20%	34%	**19%**	7%	13%	21%	0%	67%	-	12%	4%	11%	20%	14%	11%	0%
	2022	25%	41%	**16%**	18%	13%	18%	13%	46%	-	15%	3%	22%	17%	14%	10%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	92%	**95%**	100%	95%	95%	*	100%	-	100%	80%	100%	96%	93%	93%	100%
	2022	72%	93%	**92%**	86%	95%	90%	71%	100%	-	100%	71%	88%	94%	85%	87%	90%

	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%	72%	**69%**	68%	63%	72%	*	100%	-	44%	29%	67%	72%	58%	58%	50%
	2022	42%	72%	**64%**	50%	56%	67%	43%	80%	-	92%	40%	63%	67%	54%	56%	60%
At Masters Grade Level	2023	19%	38%	**30%**	27%	31%	28%	*	83%	-	22%	9%	44%	31%	27%	25%	33%
	2022	20%	44%	**33%**	29%	27%	35%	14%	80%	-	58%	15%	25%	35%	28%	24%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	92%	**96%**	100%	94%	97%	*	100%	-	100%	75%	91%	97%	95%	94%	91%
	2022	76%	91%	**95%**	88%	94%	95%	100%	100%	-	100%	72%	91%	96%	92%	89%	81%
At Meets Grade Level or Above	2023	47%	74%	**82%**	85%	75%	84%	*	100%	-	92%	42%	73%	85%	74%	70%	50%
	2022	47%	72%	**82%**	59%	79%	85%	40%	100%	-	75%	42%	82%	84%	75%	67%	62%
At Masters Grade Level	2023	18%	35%	**33%**	25%	22%	37%	*	100%	-	38%	3%	18%	35%	27%	22%	0%
	2022	21%	40%	**41%**	35%	30%	45%	20%	67%	-	56%	18%	36%	43%	36%	27%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**98%**	100%	94%	99%	*	100%	-	100%	81%	*	98%	96%	89%	100%
	2022	75%	88%	**96%**	100%	93%	98%	*	100%	-	89%	67%	100%	98%	90%	90%	93%
At Meets Grade Level or Above	2023	52%	68%	**89%**	100%	86%	90%	*	100%	-	88%	47%	*	90%	84%	79%	60%
	2022	50%	68%	**88%**	94%	84%	90%	*	100%	-	78%	45%	89%	90%	78%	80%	86%
At Masters Grade Level	2023	27%	45%	**66%**	64%	58%	68%	*	71%	-	81%	33%	*	68%	57%	54%	40%
	2022	30%	46%	**65%**	67%	56%	69%	*	88%	-	44%	24%	33%	69%	49%	50%	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	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%	57%	**57%**	56%	54%	59%	*	100%	-	31%	32%	40%	56%	58%	52%	56%
End of Course English II	2023	74%	79%	**80%**	62%	78%	81%	*	80%	-	85%	71%	100%	81%	77%	76%	71%
End of Course Algebra I	2023	76%	79%	**75%**	78%	72%	76%	*	*	-	71%	78%	63%	73%	79%	76%	70%
All Grades Both Subjects	2023	64%	71%	**70%**	65%	68%	72%	69%	92%	-	64%	61%	63%	70%	71%	68%	65%
All Grades ELA/Reading	2023	63%	69%	**68%**	59%	66%	70%	75%	91%	-	62%	54%	63%	69%	67%	65%	63%
All Grades Mathematics	2023	66%	73%	**75%**	78%	72%	76%	*	*	-	71%	78%	63%	73%	79%	76%	70%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	36%	**37%**	*	42%	30%	-	-	-	*	35%	*	25%	50%	31%	*
End of Course English II	2023	41%	46%	**47%**	60%	48%	45%	*	-	-	*	41%	*	44%	53%	67%	29%
End of Course Algebra I	2023	58%	77%	**77%**	*	82%	71%	-	-	-	*	69%	-	75%	80%	73%	*
All Grades Both Subjects	2023	38%	53%	**52%**	57%	54%	48%	*	-	-	67%	47%	*	47%	60%	60%	36%
All Grades ELA/Reading	2023	35%	50%	**43%**	50%	46%	37%	*	-	-	*	39%	*	37%	51%	54%	22%
All Grades Mathematics	2023	40%	57%	**77%**	*	82%	71%	-	-	-	*	69%	-	75%	80%	73%	*

* 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%	91%	**92%**	-	-	-	-	-	-	75%	-	75%	-	100%	93%	77%	96%
	2022	74%	91%	**91%**	-	-	-	-	-	-	76%	-	76%	-	-	91%	76%	96%
At Meets Grade Level or Above	2023	49%	73%	**77%**	-	-	-	-	-	-	40%	-	40%	-	83%	78%	43%	81%
	2022	48%	72%	**76%**	-	-	-	-	-	-	51%	-	51%	-	-	77%	51%	82%
At Masters Grade Level	2023	20%	37%	**31%**	-	-	-	-	-	-	10%	-	10%	-	0%	32%	9%	40%
	2022	23%	42%	**34%**	-	-	-	-	-	-	11%	-	11%	-	-	35%	11%	34%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	91%	**87%**	-	-	-	-	-	-	56%	-	56%	-	*	88%	58%	94%
	2022	75%	90%	**87%**	-	-	-	-	-	-	63%	-	63%	-	-	87%	63%	91%
At Meets Grade Level or Above	2023	53%	74%	**73%**	-	-	-	-	-	-	35%	-	35%	-	*	74%	38%	78%
	2022	53%	73%	**73%**	-	-	-	-	-	-	31%	-	31%	-	-	74%	31%	80%
At Masters Grade Level	2023	20%	34%	**19%**	-	-	-	-	-	-	0%	-	0%	-	*	19%	0%	22%
	2022	25%	41%	**16%**	-	-	-	-	-	-	3%	-	3%	-	-	17%	3%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	92%	**95%**	-	-	-	-	-	-	100%	-	100%	-	*	95%	100%	100%
	2022	72%	93%	**92%**	-	-	-	-	-	-	89%	-	89%	-	-	91%	89%	100%
At Meets Grade Level or Above	2023	45%	72%	**69%**	-	-	-	-	-	-	50%	-	50%	-	*	69%	50%	80%
	2022	42%	72%	**64%**	-	-	-	-	-	-	63%	-	63%	-	-	64%	63%	67%
At Masters Grade Level	2023	19%	38%	**30%**	-	-	-	-	-	-	38%	-	38%	-	*	29%	33%	70%
	2022	20%	44%	**33%**	-	-	-	-	-	-	21%	-	21%	-	-	34%	21%	39%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	92%	**96%**	-	-	-	-	-	-	89%	-	89%	-	*	96%	90%	100%
	2022	76%	91%	**95%**	-	-	-	-	-	-	80%	-	80%	-	-	95%	80%	100%
At Meets Grade Level or Above	2023	47%	74%	**82%**	-	-	-	-	-	-	39%	-	39%	-	*	83%	45%	87%
	2022	47%	72%	**82%**	-	-	-	-	-	-	60%	-	60%	-	-	83%	60%	89%
At Masters Grade Level	2023	18%	35%	**33%**	-	-	-	-	-	-	0%	-	0%	-	*	34%	0%	27%
	2022	21%	40%	**41%**	-	-	-	-	-	-	5%	-	5%	-	-	42%	5%	39%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**98%**	-	-	-	-	-	-	100%	-	100%	-	-	98%	100%	93%
	2022	75%	88%	**96%**	-	-	-	-	-	-	90%	-	90%	-	-	96%	90%	96%
At Meets Grade Level or Above	2023	52%	68%	**89%**	-	-	-	-	-	-	57%	-	57%	-	-	90%	57%	86%
	2022	50%	68%	**88%**	-	-	-	-	-	-	80%	-	80%	-	-	88%	80%	92%

Texas Education Agency

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

BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS 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%	45%	**66%**	-	-	-	-	-	-	29%	-	29%	-	-	66%	29%	79%
	2022	30%	46%	**65%**	-	-	-	-	-	-	30%	-	30%	-	-	67%	30%	56%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	71%	**70%**	-	-	-	-	-	-	63%	-	63%	-	*	70%	64%	79%
All Grades ELA/Reading	2023	63%	69%	**68%**	-	-	-	-	-	-	58%	-	58%	-	*	68%	61%	76%
All Grades Mathematics	2023	66%	73%	**75%**	-	-	-	-	-	-	73%	-	73%	-	*	75%	70%	90%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	53%	**52%**	-	-	-	-	-	-	36%	-	36%	-	-	53%	36%	*
All Grades ELA/Reading	2023	35%	50%	**43%**	-	-	-	-	-	-	22%	-	22%	-	-	44%	22%	*
All Grades Mathematics	2023	40%	57%	**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%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	96%	**95%**	84%	93%	97%	100%	97%	-	97%	92%	81%	97%	90%	93%	81%
Not Included in Accountability: Mobile	4%	4%	**4%**	15%	5%	3%	0%	3%	-	3%	7%	17%	2%	9%	5%	4%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	1%	2%	0%	0%	0%	-	0%	1%	2%	1%	1%	2%	14%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	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%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**93%**	85%	90%	95%	100%	92%	-	97%	91%	79%	95%	88%	90%	71%
Not Included in Accountability: Mobile	4%	4%	**5%**	13%	6%	4%	0%	8%	-	3%	7%	17%	3%	10%	6%	3%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	2%	4%	1%	0%	0%	-	0%	2%	4%	1%	2%	4%	26%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	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%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	96%	**96%**	85%	94%	97%	*	100%	-	100%	93%	82%	98%	91%	95%	90%
Not Included in Accountability: Mobile	5%	4%	**4%**	15%	6%	2%	*	0%	-	0%	7%	18%	2%	8%	5%	10%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	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%	1%	1%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	96%
Included in Accountability	93%	96%	**96%**	83%	95%	97%	*	100%	-	100%	91%	79%	98%	92%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	17%	4%	3%	*	0%	-	0%	9%	21%	2%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	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)
Absent	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	4%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	*	100%	-	100%	100%	*	100%	99%	100%	100%
Included in Accountability	94%	96%	**97%**	82%	98%	98%	*	100%	-	94%	93%	*	99%	89%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**3%**	18%	1%	2%	*	0%	-	6%	7%	*	1%	9%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	99%	**99%**	*	100%	99%	-	*	-	*	-	-	100%	86%	89%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	99%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	96%	**95%**	98%	92%	96%	100%	100%	-	88%	92%	98%	97%	88%	91%	82%
Not Included in Accountability: Mobile	5%	4%	**4%**	1%	6%	3%	0%	0%	-	11%	6%	0%	2%	11%	6%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	2%	0%	0%	0%	-	0%	2%	2%	1%	1%	3%	12%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	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%	100%	**100%**	100%	100%	100%	100%	100%	-	97%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	95%	**94%**	95%	91%	96%	100%	100%	-	87%	92%	95%	97%	87%	90%	75%
Not Included in Accountability: Mobile	5%	4%	**4%**	2%	6%	3%	0%	0%	-	11%	5%	0%	1%	11%	6%	4%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	2%	3%	0%	0%	0%	-	0%	3%	5%	1%	1%	4%	22%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	3%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	3%	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%	100%	**100%**	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	95%	**94%**	100%	90%	95%	100%	100%	-	100%	92%	100%	97%	88%	92%	87%

	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%**	0%	8%	4%	0%	0%	-	0%	5%	0%	2%	11%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	1%	0%	0%	-	0%	3%	0%	1%	1%	2%	4%
Not Tested	1%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	99%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**94%**	100%	92%	96%	100%	100%	-	80%	89%	100%	97%	88%	92%	88%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	7%	3%	0%	0%	-	20%	7%	0%	2%	12%	6%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	1%	0%	0%	-	0%	2%	0%	0%	1%	2%	4%
Not Tested	2%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	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%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	98%	**97%**	100%	94%	98%	*	100%	-	90%	93%	100%	98%	93%	93%	93%
Not Included in Accountability: Mobile	4%	2%	**3%**	0%	5%	2%	*	0%	-	10%	7%	0%	2%	7%	6%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	97%	**97%**	*	93%	98%	*	*	-	*	*	-	98%	93%	94%	-

* 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%	94.6%	**94.3%**	95.9%	94.4%	94.1%	94.6%	97.2%	-	93.4%	92.4%	92.5%	94.5%
2020-21	95.0%	95.9%	**95.4%**	96.3%	95.5%	95.3%	91.8%	98.3%	-	94.0%	93.3%	93.9%	96.9%
Chronic Absenteeism													
2021-22	25.7%	12.8%	**16.6%**	11.6%	16.3%	16.8%	10.0%	6.9%	-	25.4%	26.6%	29.7%	14.9%
2020-21	15.0%	8.6%	**12.2%**	9.5%	11.1%	12.8%	14.3%	3.2%	-	16.1%	24.5%	18.5%	6.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.3%	**0.3%**	0.0%	0.5%	0.2%	0.0%	0.0%	-	0.0%	0.5%	0.8%	6.5%
2020-21	2.4%	0.1%	**0.1%**	0.0%	0.0%	0.1%	14.3%	0.0%	-	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.4%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Received TxCHSE	0.3%	0.2%	**0.2%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.5%	0.4%	**0.4%**	0.0%	0.9%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.4%	0.9%	**0.9%**	0.0%	0.9%	1.0%	*	0.0%	-	0.0%	0.0%	2.9%	*
Graduates and TxCHSE	90.0%	98.7%	**98.7%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Graduates, TxCHSE, and Continuers	93.6%	99.1%	**99.1%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*
Class of 2021													
Graduated	90.0%	98.7%	**98.7%**	100.0%	97.9%	98.8%	-	100.0%	-	100.0%	95.5%	94.3%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	1.0%	**1.0%**	0.0%	2.1%	0.8%	-	0.0%	-	0.0%	0.0%	4.3%	0.0%
Dropped Out	5.8%	0.3%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	90.3%	98.7%	**98.7%**	100.0%	97.9%	98.8%	-	100.0%	-	100.0%	95.5%	94.3%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	99.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.3%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	92.7%	99.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	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%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**1.1%**	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	92.7%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.1%	**1.1%**	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	93.2%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.9%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Class of 2019													
Graduated	92.6%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.6%	0.0%	**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%	0.6%	**0.6%**	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	93.2%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	93.8%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	98.4%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Class of 2021	90.0%	98.5%	**98.5%**	100.0%	96.9%	98.8%	-	100.0%	-	100.0%	91.3%	93.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.4%	0.0%	*
Class of 2021	3.8%	0.0%	**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%	95.9%	**95.9%**	83.3%	95.5%	96.2%	*	100.0%	-	100.0%	48.3%	93.0%	*
Class of 2021	81.9%	97.1%	**97.1%**	94.4%	93.6%	98.8%	-	100.0%	-	88.9%	71.4%	97.0%	87.5%
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%	96.1%	**96.1%**	83.3%	95.5%	96.6%	*	100.0%	-	100.0%	51.7%	93.0%	*
Class of 2021	85.7%	97.1%	**97.1%**	94.4%	93.6%	98.8%	-	100.0%	-	88.9%	71.4%	97.0%	87.5%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.2%	0.0%	*
2020-21	3.8%	0.0%	**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%	95.3%	**95.3%**	83.3%	93.9%	95.9%	*	100.0%	-	100.0%	45.2%	91.4%	*
2020-21	80.4%	96.4%	**96.4%**	94.7%	92.6%	98.0%	-	100.0%	-	88.9%	62.5%	95.5%	85.7%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.5%	**95.5%**	83.3%	93.9%	96.2%	*	100.0%	-	100.0%	48.4%	91.4%	*
2020-21	84.1%	96.4%	**96.4%**	94.7%	92.6%	98.0%	-	100.0%	-	88.9%	62.5%	95.5%	85.7%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	445	100.0%	445	368,686
By Ethnicity:				
African American	12	2.7%	12	45,227
Hispanic	114	25.6%	114	191,125
White	293	65.8%	293	103,171
American Indian	2	0.4%	2	1,159
Asian	7	1.6%	7	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	17	3.8%	17	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)	20	4.5%	20	51,023
Foundation H.S. Program (Endorsement)	1	0.2%	1	14,179
Foundation H.S. Program (DLA)	424	95.3%	424	302,917
Special Education Graduates	31	7.0%	31	32,447
Economically Disadvantaged Graduates	105	23.6%	105	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	0.7%	3	40,398
At-Risk Graduates	97	21.8%	97	159,689
CTE Completers	81	18.2%	81	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%	83.6%	**83.6%**	58.3%	80.7%	86.3%	*	100.0%	-	70.6%	80.6%	75.2%	*
2020-21	65.2%	76.9%	**76.9%**	68.4%	72.3%	77.8%	-	100.0%	-	88.9%	83.3%	67.2%	71.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	59.8%	**59.8%**	41.7%	43.9%	66.2%	*	85.7%	-	58.8%	9.7%	35.2%	*
2020-21	52.7%	62.6%	**62.6%**	52.6%	59.6%	61.9%	-	100.0%	-	88.9%	8.3%	47.8%	42.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	64.3%	**64.3%**	58.3%	50.0%	70.3%	*	85.7%	-	52.9%	12.9%	45.7%	*
2020-21	56.1%	65.7%	**65.7%**	63.2%	59.6%	67.1%	-	90.9%	-	66.7%	12.5%	46.3%	14.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	49.9%	**49.9%**	33.3%	28.9%	57.7%	*	85.7%	-	52.9%	9.7%	28.6%	*
2020-21	45.7%	45.5%	**45.5%**	42.1%	41.5%	44.8%	-	81.8%	-	66.7%	4.2%	32.8%	14.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	45.4%	**45.4%**	33.3%	27.2%	52.2%	*	85.7%	-	41.2%	9.7%	24.8%	*
2020-21	40.4%	42.3%	**42.3%**	36.8%	36.2%	42.9%	-	81.8%	-	55.6%	4.2%	28.4%	14.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	28.3%	**28.3%**	0.0%	21.1%	31.4%	*	57.1%	-	35.3%	3.2%	16.2%	*
2020-21	21.3%	30.6%	**30.6%**	21.1%	30.9%	30.6%	-	45.5%	-	33.3%	4.2%	20.9%	14.3%
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%	*
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%	35.7%	**35.7%**	16.7%	30.7%	38.9%	*	42.9%	-	29.4%	9.7%	19.0%	*
2020-21	25.9%	44.9%	**44.9%**	42.1%	39.4%	46.0%	-	54.5%	-	66.7%	4.2%	26.9%	14.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	4.9%	**4.9%**	0.0%	2.6%	6.1%	*	0.0%	-	5.9%	0.0%	0.0%	*
2020-21	4.4%	0.8%	**0.8%**	0.0%	1.1%	0.8%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	54.8%	**54.8%**	33.3%	57.0%	55.6%	*	57.1%	-	47.1%	80.6%	55.2%	*
2020-21	24.2%	35.8%	**35.8%**	26.3%	31.9%	39.7%	-	9.1%	-	22.2%	83.3%	38.8%	28.6%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	50.6%	**50.6%**	33.3%	50.0%	52.6%	*	57.1%	-	35.3%	25.8%	47.6%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	27.8%	**27.8%**	21.1%	22.3%	31.7%	-	9.1%	-	11.1%	16.7%	28.4%	28.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.9%	**0.9%**	0.0%	1.8%	0.3%	*	0.0%	-	5.9%	0.0%	2.9%	*
2020-21	0.7%	4.4%	**4.4%**	0.0%	5.3%	4.4%	-	0.0%	-	11.1%	0.0%	4.5%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.2%	**2.2%**	0.0%	2.6%	2.4%	*	0.0%	-	0.0%	32.3%	4.8%	*
2020-21	2.4%	2.6%	**2.6%**	5.3%	3.2%	2.4%	-	0.0%	-	0.0%	41.7%	3.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	4.4%	3.9%	**3.9%**	5.3%	3.2%	4.4%	-	0.0%	-	0.0%	62.5%	6.0%	0.0%

- Indicates there are no students in the group.

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

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

	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%	10.3%	**10.3%**	16.7%	10.5%	10.2%	*	14.3%	-	5.9%	0.0%	9.5%	*
	2020-21	25.9%	21.3%	**21.3%**	26.3%	18.1%	21.8%	-	36.4%	-	11.1%	0.0%	17.9%	14.3%
Mathematics	2021-22	18.7%	8.8%	**8.8%**	25.0%	5.3%	8.9%	*	14.3%	-	17.6%	0.0%	6.7%	*
	2020-21	19.4%	6.5%	**6.5%**	36.8%	3.2%	5.2%	-	18.2%	-	0.0%	0.0%	9.0%	14.3%
Both Subjects	2021-22	12.6%	2.9%	**2.9%**	8.3%	1.8%	2.7%	*	14.3%	-	5.9%	0.0%	1.9%	*
	2020-21	14.4%	2.9%	**2.9%**	15.8%	1.1%	2.0%	-	18.2%	-	0.0%	0.0%	3.0%	14.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	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%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
	2020-21	10.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	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%	30.4%	**30.4%**	13.3%	27.0%	32.3%	*	56.3%	-	28.0%	4.1%	17.9%	7.7%
	2021	21.1%	33.2%	**33.2%**	18.5%	28.5%	34.7%	*	64.7%	-	29.6%	5.7%	23.3%	9.1%
English Language Arts	2022	13.2%	18.5%	**18.5%**	6.7%	14.3%	21.2%	*	31.3%	-	4.0%	0.0%	8.5%	0.0%
	2021	12.1%	19.9%	**19.9%**	3.7%	15.5%	22.4%	*	41.2%	-	3.7%	1.9%	11.7%	0.0%
Mathematics	2022	6.9%	6.7%	**6.7%**	0.0%	4.0%	7.9%	*	31.3%	-	0.0%	0.0%	3.8%	0.0%
	2021	6.1%	7.5%	**7.5%**	7.4%	7.7%	7.2%	*	29.4%	-	0.0%	1.9%	5.5%	9.1%
Science	2022	9.6%	14.8%	**14.8%**	6.7%	11.9%	15.6%	*	50.0%	-	12.0%	2.7%	7.1%	0.0%
	2021	8.7%	13.1%	**13.1%**	7.4%	11.1%	13.5%	*	35.3%	-	11.1%	3.8%	6.7%	0.0%
Social Studies	2022	12.5%	21.3%	**21.3%**	3.3%	15.5%	24.4%	*	43.8%	-	16.0%	1.4%	12.3%	0.0%
	2021	11.6%	24.4%	**24.4%**	14.8%	21.7%	25.5%	*	52.9%	-	14.8%	1.9%	17.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	67.5%	**67.5%**	*	61.8%	70.3%	-	66.7%	-	71.4%	*	57.9%	*
	2021	48.6%	64.3%	**64.3%**	60.0%	59.3%	65.6%	*	72.7%	-	75.0%	*	52.6%	*
English Language Arts	2022	53.2%	80.6%	**80.6%**	*	69.4%	83.3%	-	100.0%	-	*	-	77.8%	-
	2021	42.7%	65.7%	**65.7%**	*	59.4%	68.5%	*	57.1%	-	*	*	57.9%	-
Mathematics	2022	50.4%	59.7%	**59.7%**	-	50.0%	59.6%	-	80.0%	-	-	-	50.0%	-
	2021	49.4%	57.1%	**57.1%**	*	37.5%	67.5%	-	60.0%	-	-	*	33.3%	*
Science	2022	44.7%	54.4%	**54.4%**	*	50.0%	55.9%	-	62.5%	-	*	*	60.0%	-
	2021	41.4%	50.5%	**50.5%**	*	39.1%	52.0%	-	83.3%	-	*	*	9.1%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	47.4%	**47.4%**	*	46.2%	46.9%	-	71.4%	-	*	*	50.0%	-
	2021	42.2%	53.4%	**53.4%**	*	46.7%	54.6%	*	66.7%	-	*	*	42.9%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	88.3%	**88.3%**	66.7%	86.0%	90.1%	*	85.7%	-	88.2%	32.3%	79.6%	*
	2020-21	70.8%	75.6%	**75.6%**	89.5%	73.4%	74.6%	-	90.9%	-	77.8%	33.3%	61.2%	42.9%
At/Above Criterion for All Examinees	2021-22	32.1%	44.0%	**44.0%**	12.5%	29.6%	50.0%	*	83.3%	-	33.3%	30.0%	26.8%	*
	2020-21	32.9%	48.1%	**48.1%**	23.5%	46.4%	50.0%	-	60.0%	-	57.1%	12.5%	31.7%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1040	**1040**	971	986	1063	*	1205	-	978	878	981	*
	2020-21	1002	1054	**1054**	994	1027	1068	-	1084	-	1040	915	994	900
English Language Arts and Writing	2021-22	506	519	**519**	495	489	531	*	598	-	480	445	487	*
	2020-21	504	523	**523**	506	508	532	-	519	-	491	460	492	427
Mathematics	2021-22	496	521	**521**	476	496	532	*	607	-	498	433	494	*
	2020-21	498	531	**531**	487	519	536	-	565	-	549	455	501	473
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.8	**23.8**	-	25.3	22.6	-	*	-	*	-	*	-
	2020-21	20.0	24.4	**24.4**	19.3	24.8	24.9	-	-	-	-	-	20.0	-
English Language Arts	2021-22	19.2	23.6	**23.6**	-	25.1	22.4	-	*	-	*	-	*	-
	2020-21	19.6	23.8	**23.8**	18.7	24.1	24.3	-	-	-	-	-	21.5	-
Mathematics	2021-22	19.3	23.8	**23.8**	-	25.5	22.8	-	*	-	*	-	*	-
	2020-21	19.9	25.2	**25.2**	20.0	25.0	25.8	-	-	-	-	-	20.0	-
Science	2021-22	19.8	23.9	**23.9**	-	25.3	22.7	-	*	-	*	-	*	-
	2020-21	20.3	24.0	**24.0**	19.7	25.0	24.3	-	-	-	-	-	18.0	-

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

	Academic Year	State	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%	46.3%	**46.7%**	36.9%	42.8%	48.5%	33.3%	67.9%	-	46.8%	10.3%	32.3%	18.2%
	2020-21	42.5%	46.7%	**47.2%**	45.8%	40.7%	49.2%	42.9%	80.6%	-	41.2%	19.6%	31.1%	20.0%
English Language Arts	2021-22	16.6%	11.3%	**11.4%**	4.7%	9.2%	13.0%	0.0%	22.2%	-	3.3%	0.5%	5.9%	0.0%
	2020-21	16.3%	13.2%	**13.4%**	9.3%	10.8%	14.2%	16.7%	29.0%	-	12.0%	1.5%	6.8%	0.0%
Mathematics	2021-22	19.9%	23.0%	**23.2%**	16.1%	19.4%	25.0%	0.0%	40.7%	-	23.3%	1.7%	15.7%	2.3%
	2020-21	19.3%	22.2%	**22.4%**	23.2%	19.7%	23.0%	16.7%	54.8%	-	12.2%	2.3%	15.5%	14.3%
Science	2021-22	21.1%	21.0%	**21.1%**	12.5%	20.0%	21.9%	22.2%	32.1%	-	18.3%	5.8%	17.3%	2.3%
	2020-21	20.6%	20.9%	**21.1%**	28.1%	19.3%	21.4%	16.7%	32.3%	-	16.0%	17.3%	14.6%	17.2%
Social Studies	2021-22	22.8%	30.6%	**30.9%**	17.5%	25.9%	33.0%	22.2%	60.7%	-	32.2%	2.7%	15.8%	2.3%
	2020-21	22.8%	33.1%	**33.4%**	23.7%	28.1%	35.5%	14.3%	71.0%	-	25.5%	2.9%	17.8%	3.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	68.3%	**68.3%**	73.7%	69.1%	67.5%	-	81.8%	-	55.6%	41.7%	47.8%	28.6%
	2019-20	46.1%	63.0%	**63.0%**	26.7%	67.3%	62.9%	*	85.7%	*	42.9%	19.0%	49.3%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**1,970**	**100.0%**	**7,318**	**5,504,150**	**1,972**	**100.0%**	**7,339**	**5,518,432**
Students by Grade								
Grade 9	547	27.8%	7.5%	8.7%	547	27.7%	7.5%	8.7%
Grade 10	560	28.4%	7.8%	7.9%	560	28.4%	7.8%	7.9%
Grade 11	427	21.7%	5.9%	7.0%	427	21.7%	5.8%	7.0%
Grade 12	436	22.1%	6.0%	6.6%	438	22.2%	6.0%	6.6%
Ethnic Distribution								
African American	74	3.8%	4.3%	12.8%	74	3.8%	4.3%	12.8%
Hispanic	564	28.6%	29.1%	53.0%	565	28.7%	29.1%	52.9%
White	1,237	62.8%	61.4%	25.6%	1,238	62.8%	61.4%	25.7%
American Indian	9	0.5%	0.3%	0.3%	9	0.5%	0.3%	0.3%
Asian	29	1.5%	1.5%	5.1%	29	1.5%	1.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	57	2.9%	3.3%	3.0%	57	2.9%	3.3%	3.0%
Sex								
Female	963	48.9%	49.5%	48.8%	963	48.8%	49.4%	48.8%
Male	1,007	51.1%	50.5%	51.2%	1,009	51.2%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	470	23.9%	29.5%	62.1%	470	23.8%	29.5%	62.0%
Non-Educationally Disadvantaged	1,500	76.1%	70.5%	37.9%	1,502	76.2%	70.5%	38.0%
Section 504 Students	190	9.6%	8.3%	7.4%	190	9.6%	8.3%	7.4%
EB Students/EL	55	2.8%	4.9%	23.1%	55	2.8%	4.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	79	3.9%	1.6%	1.5%				
Students w/ Dyslexia	120	6.1%	6.4%	5.5%	120	6.1%	6.3%	5.5%
Foster Care	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Homeless	5	0.3%	0.2%	1.3%	5	0.3%	0.2%	1.3%
Immigrant	8	0.4%	0.6%	2.2%	8	0.4%	0.6%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	56.8%	64.6%	0	0.0%	56.9%	64.6%
Military Connected	219	11.1%	10.4%	3.6%	219	11.1%	10.4%	3.6%
At-Risk	566	28.7%	32.0%	53.3%	566	28.7%	31.9%	53.3%
Students by Instructional Program								
Bilingual/ESL Education	53	2.7%	4.9%	23.2%	53	2.7%	4.9%	23.2%
Career and Technical Education	1,261	64.0%	19.1%	26.5%	1,261	63.9%	19.0%	26.5%
Career and Technical Education (9-12 grades only)	1,261	64.0%	63.6%	72.3%	1,261	63.9%	63.5%	72.2%
Gifted and Talented Education	191	9.7%	5.8%	8.2%	191	9.7%	5.8%	8.2%
Special Education	193	9.8%	11.4%	12.6%	195	9.9%	11.6%	12.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**193**							
Students with Intellectual Disabilities	103	53.4%	40.0%	44.1%				
Students with Physical Disabilities	9	4.7%	18.8%	20.0%				
Students with Autism	30	15.5%	19.7%	15.5%				
Students with Behavioral Disabilities	51	26.4%	18.6%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.6%				
Mobility (2021-22)								
Total Mobile Students	**203**	**10.0%**	**11.4%**	**16.8%**				
African American	8	0.4%	0.7%	3.3%				
Hispanic	60	2.9%	3.7%	8.7%				
White	125	6.1%	6.3%	3.4%				
American Indian	1	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	8	0.4%	0.6%	0.6%				
Special Ed Students who are Mobile	36	17.1%	14.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	12.8%	17.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	83	17.0%	20.3%	18.7%				
Student Attrition (2021-22)								
Total Student Attrition	**143**	**9.5%**	**8.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	2.7%	3.3%	8.7%	7.7%	8.9%	12.6%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	22.6	22.9	16.2
Foreign Languages	23.0	22.8	18.8
Mathematics	23.6	23.1	17.5

Class Size Information	Campus	District	State
Science	23.3	23.5	18.5
Social Studies	24.9	24.4	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**179.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	160.6	89.6%	62.4%	64.1%
Teachers	139.6	77.9%	47.6%	48.7%
Professional Support	12.1	6.7%	10.6%	10.9%
Campus Administration (School Leadership)	9.0	5.0%	3.0%	3.3%
Educational Aides	18.7	10.4%	11.8%	11.3%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	5.0	n/a	15.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff	**23.5**	**13.1%**	**21.9%**	**53.2%**
Teachers by Ethnicity				
African American	2.0	1.4%	2.4%	11.8%
Hispanic	13.0	9.3%	8.3%	29.6%
White	123.5	88.4%	88.0%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.2	0.8%	1.1%	1.2%
Teachers by Sex				
Males	53.1	38.0%	16.0%	24.4%
Females	86.5	62.0%	84.0%	75.6%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	87.5	62.7%	71.0%	72.2%
Masters	49.1	35.2%	28.3%	25.0%
Doctorate	3.0	2.1%	0.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	0.7%	1.8%	9.7%
1-5 Years Experience	13.5	9.7%	12.9%	26.3%
6-10 Years Experience	34.0	24.3%	21.5%	20.5%
11-20 Years Experience	55.0	39.4%	41.9%	27.2%
21-30 Years Experience	31.1	22.3%	19.2%	13.3%
Over 30 Years Experience	5.0	3.6%	2.7%	2.9%
Number of Students per Teacher	14.1	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.0	4.3	6.1
Average Years Experience of Principals with District	14.0	3.1	5.3
Average Years Experience of Assistant Principals	10.2	5.8	5.2
Average Years Experience of Assistant Principals with District	4.8	3.4	4.4
Average Years Experience of Teachers	15.3	14.2	11.0
Average Years Experience of Teachers with District	5.8	6.2	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$64,001	$64,665	$53,300
1-5 Years Experience	$70,623	$67,934	$56,516
6-10 Years Experience	$72,322	$70,996	$59,732
11-20 Years Experience	$80,030	$79,937	$63,389
21-30 Years Experience	$85,087	$84,383	$67,876
Over 30 Years Experience	$95,722	$91,410	$72,560
Average Actual Salaries (regular duties only)			
Teachers	$78,819	$77,355	$60,717
Professional Support	$89,893	$86,643	$72,022
Campus Administration (School Leadership)	$100,011	$94,337	$85,167
Instructional Staff Percent	n/a	64.9%	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%	2.3%	5.9%
Career and Technical Education	16.0	11.5%	3.4%	5.4%
Compensatory Education	0.0	0.0%	4.0%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	114.9	82.3%	79.1%	70.6%
Special Education	8.7	6.2%	8.8%	9.7%
Other	0.0	0.0%	0.0%	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.)

Barbers Hill Independent School District

Early Childhood Center

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

It is the mission of the Early Childhood Center to foster high levels of learning for all in a safe and supportive environment.

Vision

It is the vision of the Early Childhood Center to be known as the campus that begins the tradition of excellence in BHISD where students are on, above, or at grade level when they leave and are ready for the future... elementary, college, and beyond. We believe by teachers forming strong relationships with students, a safe and supportive environment will develop. Here, students are willing to learn from others, accept feedback, and are able to make make informed decisions. Developing the whole child to be successful in all future endeavors including academics, social/emotional skills and community involvement.

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Goals

Goal 1: The ECC's curriculum, instruction, and assessment program will facilitate learning for all students in order to support the district in maintaining the highest rating within the state accountability system.

Performance Objective 1: 90% or more of all students in each student group will attain "Masters Grade Level" performance standards on all state screeners and district assessments.

HB3 Goal

Evaluation Data Sources: mCLASS - DIBELS screener
iStation Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be provided with direct instruction, modeling of skills, research-based teaching strategies, and opportunities for deliberate practice. **Strategy's Expected Result/Impact:** Pre-K: 96% Overall 96% Letter Knowledge 95% Vocabulary Kindergarten: 93% meets benchmark composite score 96% on mCLASS DIBELS Letter Naming Fluency (LNF) 84% on phonemic awareness 90% of students mastering grade-level expectations in Math **Staff Responsible for Monitoring:** Teachers, Administrators, and Interventionists **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Standards-based, grade-level content-specific curriculum is written by CIAs and reviewed weekly in planning. Teachers meet in professional learning communities (PLCs) weekly to refine instructional practices, review data, discuss students in need of intervention, and develop intervention strategies. **Strategy's Expected Result/Impact:** Students will be given certain access to a guaranteed and viable curriculum delivered by highly qualified teachers with equitable content, knowledge, and skills delivered in every classroom. **Staff Responsible for Monitoring:** Teachers, Administrators, Interventionists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students working below grade-level will be provided consistent, targeted, research-based intervention two to three times per day by the classroom teacher and/or interventionists. Instructional materials used to support intervention include Neuhaus Reading Readiness, Heggerty Phonemic Awareness, daily rapid recognition practice as well as Math Fact Fluency. **Strategy's Expected Result/Impact:** Teachers will meet with students in small groups two to three times per day to practice letter identification. Students' letter naming fluency and decoding skills will be directly impacted as will be their math fact fluency. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instruction will be differentiated for all student populations such as GT, SPED, and LEP. **Strategy's Expected Result/Impact:** SPED students will make progress toward IEP Goals/Objectives Instruction will be differentiated for students working above grade-level, and 100% of students identified as GT will participate in the Texas Performance Standards Project (TPSP) Spanish will be the primary language of instruction in KG and will be scaffolded as appropriate to meet the needs of each LEP student. **Staff Responsible for Monitoring:** Teachers, GT teacher, ABLE & Resource teachers, Bilingual/ESL teachers, Administrators, Instructional Coach				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Language acquisition training and support for Bilingual/ESL teachers will be provided to target language acquisition strategies for all EL students **Strategy's Expected Result/Impact:** Vertical planning will occur for KG and 1st bilingual Increased performance on Spanish IDEL and EDL Increased TELPAS results **Staff Responsible for Monitoring:** LPAC Administrator, Academic Dean, Instructional Coach, and Bilingual/ESL Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ongoing professional development will be provided to teachers to help them acquire the skills needed to deliver effective instruction in all content areas. **Strategy's Expected Result/Impact:** Increased success rate on screeners and CBAs **Staff Responsible for Monitoring:** Administrators, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide monitoring of student progress through assessments that are aligned to grade level standards and grade level curriculum. **Staff Responsible for Monitoring:** Administration, Teachers, Istructional Coach and Interventionists				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide consistent, targeted, research-based intervention for all students who are performing below grade-level expectations academically and behaviorally. **Staff Responsible for Monitoring:** Administration, Teachers, Instructional Coach and Interventionists				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: A positive school-community relationship will support student success.

Performance Objective 1: Every student will have at least one parent participate in one or more student campus event/program and attend one or more parent/teacher conferences.

HB3 Goal

Evaluation Data Sources: Sign-In Sheets, Raptor Reports, Conference Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will have a variety of opportunities to include/invite parents to be a part of our campus. Examples: Watch DOGS Parent Volunteers Parties Artsonia Lunch Visitors Book Fair Parent/Teacher Conferences Eagle Launch Awards/Graduation **Strategy's Expected Result/Impact:** Parents and members of our community will feel welcomed and will be encouraged to participate whereby increasing campus and student support. **Staff Responsible for Monitoring:** Teachers, Art Teachers, Office Personnel, Administration	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Newletter will be distributed monthly to parents. **Strategy's Expected Result/Impact:** Parents and members of our community will feel welcomed and well-informed and will be encouraged to participate whereby increasing campus and student support. **Staff Responsible for Monitoring:** Administration, School Secretary	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 100% of ECC parents will participate in parent conferences and will connect with classroom teachers through Parent Square, Dojo, SeeSaw, and/or Artsonia. **Strategy's Expected Result/Impact:** Strengthened parent/school relationships Increased parental support and student learning outcomes **Staff Responsible for Monitoring:** Administration, Teachers, Art Teachers	70%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff will participate in outside events such as plays, Christmas Parade, Book Fairs, etc... to strengthen the relationship between school and community. **Strategy's Expected Result/Impact:** Improvement of school climate through community involvement **Staff Responsible for Monitoring:** Administrators, All Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The ECC will connect with the community and other campuses through Eagle Teacher Interns, PALS, and BH Varsity Athlete Greeters & Readers. **Strategy's Expected Result/Impact:** Students will be directly impacted by positive role models in our community Discipline referrals will decrease Requests for counseling will decrease **Staff Responsible for Monitoring:** Admin, Teachers, District Personnel				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: Safety Drills will be conducted monthly to ensure student and staff safety.

Evaluation Data Sources: Drill Log
100% of students and staff will be accounted for on Raptor
Connectivity to Barbers Hill ISD wifi

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Safety Chart, ongoing staff training and SAMs (Safety Assessment Managers) will be used to prepare staff and students for emergencies. **Strategy's Expected Result/Impact:** All staff connected to and trained on raptor All staff will have access and be connected to Barbers Hill ISD wifi Substitutes will be prepared in case of an emergency **Staff Responsible for Monitoring:** Campus Safety Coordinator, Teachers, SAMs, Campus Police Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 100% of outside doors are secured and maintained throughout the day. **Strategy's Expected Result/Impact:** All staff will check to make sure all campus doors completely close upon entering and exiting the building. **Staff Responsible for Monitoring:** Campus Safety Coordinator, All Staff, Campus Police Officer				

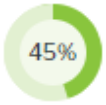
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: A PBIS Tier 1 system will be implemented with fidelity.

Evaluation Data Sources: Training of campus behavior expectations
Viewed social stories
Posters with expectations on walls (hall and classroom)
Monthly PBIS meetings
Reduced office referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of teachers will align Dojo data with report cards. **Strategy's Expected Result/Impact:** Consistent use of Dojo for positive reinforcement Conduct grades reflect Dojo Data **Staff Responsible for Monitoring:** Campus Safety Coordinator, All Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: A multi-tiered approach is implemented to support on-going instruction in social/character development. **Strategy's Expected Result/Impact:** Eagle Support Team Behavior intervention Positive Behavior Lab PASS **Staff Responsible for Monitoring:** Administrators, Counselors, All Staff				

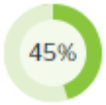
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 3: The ECC will address the needs of the whole child to lessen the severity and number of discipline infractions. Opportunities will be provided for students to master the SEL trait of each month through guidance lessons, in-class support, and individual counselor visits.

Evaluation Data Sources: SEL (Social-Emotional Learning) website and Twitter page, Weekly Family Dares, Character Strong and Purpose Full People programs campus and district-wide
Reduced discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Evaluate all threat assessments to maintain a safe, disciplined and healthy environment conducive to student learning and employee effectiveness. **Strategy's Expected Result/Impact:** The district process will be followed and implemented to complete, review, and respond to threat assessments. **Staff Responsible for Monitoring:** Administrators, Counselors, Police Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus personnel will participate in district Social-Emotional (SEL) Task Force meetings monthly to monitor implementation of SEL curriculum strategies. **Strategy's Expected Result/Impact:** District information will be disseminated to campus Training in SEL for staff occurs A plan for on-going character development is developed for each campus **Staff Responsible for Monitoring:** Administration and Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 4: To create a supportive culture for staff to be "seen and heard."

Evaluation Data Sources: Monthly staff "temperature checks"
Staff Recognition Board
Participation in campus-wide events
Parent Square

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A variety of special events will be provided throughout the school year allowing for multiple opportunities for participation. **Strategy's Expected Result/Impact:** Staff join and feel part of our ECC family **Staff Responsible for Monitoring:** Campus Hospitality Committee, all staff				

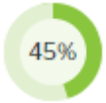
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: A qualified, diverse staff will support campus and district success.

Performance Objective 1: 100% of classroom teachers and instructional aides will be highly-qualified according to state guidelines and district expectations.

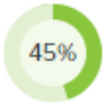
HB3 Goal

Evaluation Data Sources: No waivers needed for certifications
Texas Reading Academies
Employees applications
Mentor Coaches/Mentor Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A variety of methods will ensure that quality staff are employed and retained. **Strategy's Expected Result/Impact:** Multiple applicants for all posted positions, quality staff employed. **Staff Responsible for Monitoring:** Human Resources Dept. Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Specific professional development will be provided for first year teachers, and those needing additional support, through instructional coaching. **Strategy's Expected Result/Impact:** First year teachers will have a specialized system of support **Staff Responsible for Monitoring:** Principal Assistant Principal over Academics and Instruction Mentor Coach and Mentors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The BHISD New Teacher Induction Program will prepare new staff members for success **Strategy's Expected Result/Impact:** Completion of induction New Employee Survey will be shared with, and reviewed by, Leadership Team. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Campus Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All Administrators and Kindergarten teachers will participate in, and complete, Texas Reading Academies pursuant to House Bill 3 and according to district timeline. **Strategy's Expected Result/Impact:** Improved instructional strategies and practices - the Science of Teaching Reading applied to daily instruction Improved student success **Staff Responsible for Monitoring:** Campus Administration District TRA Cohort Leader				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teacher's will be recognized for attendance with a goal of 97%. **Strategy's Expected Result/Impact:** Six weeks positive reports on teacher attendance. Goal-Setting with appraisers **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Campus Administration - Teacher appraisers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Barbers Hill Independent School District

Barbers Hill Elementary North

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

High levels of learning, in every classroom, for every eagle, everyday.

Vision

Our vision at Barbers Hill Elementary North is to provide students, staff, and families with a safe, supportive, and engaging school environment in which all students reach high levels of success academically and emotionally.

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Goals

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 1: 90% or more of all third grade students and each student group will achieve the APPROACHES grade level performance standards on all state assessments.

Evaluation Data Sources: Reading and Math Curriculum Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers meet to review data, students in need of intervention, and intervention strategies. They will closely analyze student by student and skill by skill. **Strategy's Expected Result/Impact:** Data analysis meetings will be conducted after CBAs and Benchmarks are administered **Staff Responsible for Monitoring:** Administration, RTI Interventionists and Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Tutorials and reteach opportunities will be provided based on CFA, CBA, and Benchmark data for ALL students. **Strategy's Expected Result/Impact:** After data analysis meetings, teachers will adjust tutoring groups to meet the needs of students. **Staff Responsible for Monitoring:** Classroom teachers, RTI Interventionists and Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Horizontally aligned core academic teams will meet weekly during PLC time. Vertically aligned teams will be given time to meet on district Professional Development days. **Strategy's Expected Result/Impact:** Improvement in instructional practices and increased student achievement data. **Staff Responsible for Monitoring:** Administrators, CIA Leaders, RTI Interventionists and Classroom Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Writing portfolio requirements will be established and monitored in all ELAR classrooms. **Strategy's Expected Result/Impact:** Improved writing performance in all ELAR classrooms. **Staff Responsible for Monitoring:** ELAR Teachers, RTI Interventionists, and Classroom Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All teachers, including inclusion, special education teachers, and EB teachers will receive training in rigorous ELAR instruction. All new 1st, 2nd & 3rd Grade Teachers will participate in the Texas Reading Academies during the 2022-2023 school year. **Strategy's Expected Result/Impact:** Increased reading and writing achievement for students and professional development for teacher growth. **Staff Responsible for Monitoring:** District Coordinators, Instructional Coach, CIA Leaders, RTI Interventionists, Administrators, and Classroom Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Supplemental aides will be provided routinely for students receiving special education services and teachers will receive training on these. **Strategy's Expected Result/Impact:** As a campus we will create common supplemental aides to support student learning. These will be used in the classroom and on the STAAR. **Staff Responsible for Monitoring:** Special Education Teachers, Inclusion Teachers, Dyslexia Teachers, and Classroom Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Increased inclusion opportunities will be provided for special education students including training and resources for both instructional aides and teachers. **Strategy's Expected Result/Impact:** Inclusion teachers will be given training and support. **Staff Responsible for Monitoring:** Inclusion teachers, SPED teachers, Instructional Aides and Administrators				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Students receiving speech services will be monitored and their progress regularly reported to campus administrators. **Strategy's Expected Result/Impact:** 90% or above on approaches standard on all STAAR assessments **Staff Responsible for Monitoring:** Speech Teachers, Gen Ed Teachers, and Administrators				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Mentors and/or PALS will be assigned to students who are in need of academic support. **Strategy's Expected Result/Impact:** Increase in STAAR scores and decrease in discipline referrals for students. **Staff Responsible for Monitoring:** Counselors and Classroom Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Training and resources will be provided to the ELA teachers for both reading and writing to support them in the classroom. District Curriculum Required: Written Expression Report Form Story Form Reading Horizons Phonology (SPED) Unique Learning (ABLE) Guided Reading Reading Readiness Texas Reading Academies Additional resources and training for ELAR Teachers includes: new Poetry resources, Forde-Ferrier, Stepping Up to TEKS and Lead4Ward Rockin' Review. **Strategy's Expected Result/Impact:** Increase in reading and writing scores **Staff Responsible for Monitoring:** ELA Teachers **Funding Sources:** - Title I - $2,500				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Training and instructional resources will be provided to all Math, Science, and Social Studies teachers to provide support in the classroom (Heineman, Studies Weekly, Lead4Ward Rockin' Review, etc.). **Strategy's Expected Result/Impact:** Increase in STAAR performance **Staff Responsible for Monitoring:** Math, Science, Social Studies Teachers, Administrators, RTI Interventionists **Funding Sources:** - Title I - $2,500				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Teachers will effectively implement the following two campus initiatives in order to increase student learning: (1) student and class goal setting and (2) using a random selection method such as pulling sticks when calling on students to check for understanding. **Strategy's Expected Result/Impact:** Increased internal motivation for students to achieve their goals and holding all students accountable for thinking in order to increase learning. Evidence will be collected by classroom walkthroughs, observations, and goal tracking discussions. **Staff Responsible for Monitoring:** Administrators and Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 2: 70% or more of all third grade students and each student group will achieve the MEETS Grade Level performance on all state assessments.

Evaluation Data Sources: Reading and Math Curriculum-Based Assessments, Benchmarks and STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training and supports for teachers to increase critical thinking and the writing process in classrooms. Examples include using the RACE strategy, Talk, Read, Talk, Write and having students write/talk about their thinking process. Computer program Study Island provides rigorous STAAR formatted lessons with reports that can be analyzed. Fundamental 5: Write Critically & Small Group Purposeful Talk will help increase rigor. Goal setting with individual students will create ownership by students and help track data kid by kid, skill by skill. Teachers will also receive training on rigorous instructional practices, the power of relationships, growth mindset and inspiration for staying focused on our campus and district goals in order to maximize the academic growth of their students this school year. **Strategy's Expected Result/Impact:** All of these supports will result in students becoming better readers and writers to ultimately meet their end of year benchmarks and perform well on state assessments. **Staff Responsible for Monitoring:** CIA Leaders, RTI Interventionists, Administrators, and Classroom Teachers **Funding Sources:** - General Campus Fund - $500, - Title I - $1,000	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to utilize DIBELS, Istation Reading and Math, Reflex Math, Imagine Math, and Study Island **Strategy's Expected Result/Impact:** Increased learning outcomes **Staff Responsible for Monitoring:** Classroom Teachers	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 3: 50% or more of all third grade students and each student group will achieve the MASTERS Grade Level performance standards on all state assessments.

Evaluation Data Sources: Reading and Math Curriculum Based Assessments, Benchmark, and STAAR Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Provide training and supports for teachers to increase critical thinking and the writing process in classrooms. Such as the RACE strategy, Talk, Read, Talk, Write and having students write/talk about their thinking process. Computer program Study Island provides rigorous STAAR formatted lessons with reports that can be analyzed. Fundamental 5: Write Critically and Small, Group Purposeful Talk will increase rigor. Goal setting with individual students to track progress will help increase student awareness and ownership of progress kid by kid, skill by skill. **Strategy's Expected Result/Impact:** All of these supports will result in students becoming better readers and writers to ultimately meet their end of year benchmarks and perform well on state assessments. **Staff Responsible for Monitoring:** CIA Leaders, RTI Interventionists, Administrators, and Classroom Teachers	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to utilize DIBELS, Istation Reading and Math, Reflex Math, Imagine Math, and Study Island **Strategy's Expected Result/Impact:** Increased student learning for reading and math **Staff Responsible for Monitoring:** Classroom Teachers	50%			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 4: The district attendance rate will be at least 96% and all students will meet state attendance requirements.

Evaluation Data Sources: Attendance Reports from A2A , Skyward, and campus perfect attendance incentive reward participants.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance clerk will make daily phone calls to absent students. **Strategy's Expected Result/Impact:** Student's absences will be tracked and attendance rate will increase **Staff Responsible for Monitoring:** Attendance Clerk and Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attendance incentives: Daily for classes with perfect attendance, weekly for students and staff in the grade level with the highest attendance percentage, and every nine weeks for students who have perfect attendance at the end of the grading period. Perfect attendance awards are also given at end of year awards assemblies. **Strategy's Expected Result/Impact:** Attendance rate will increase with these incentives in place. **Staff Responsible for Monitoring:** Classroom Teachers and Administrators **Funding Sources:** - Campus Activity Fund - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Administrators will follow district attendance process to inform parents of attendance issues for 90% rule and truancy. **Strategy's Expected Result/Impact:** Parents are notified of attendance issues in order to increase attendance percentages. **Staff Responsible for Monitoring:** Attendance Clerk and Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Attention To Attendance software program has been implemented to provide consistent communication to parents and administrators about attendance. **Strategy's Expected Result/Impact:** This program is in place to help us manage student attendance. **Staff Responsible for Monitoring:** Assistant Principal in charge of attendance and attendance clerk				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 5: Third grade students receiving Special Education services and taking the STAAR assessments will perform above the levels of 90% Approaches, 70% Meets, and 50% Masters.

Evaluation Data Sources: Reading and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase co-teach time in reading and math with the special education teacher in the general education classroom. **Strategy's Expected Result/Impact:** Increase Co-Teach Time Increase in Student Performance **Staff Responsible for Monitoring:** Special Ed teachers, Administrators and Classroom Teachers	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers new to the profession or new to a content area will be given the opportunity to observe in other classrooms for specific, targeted strategies etc...to promote professional growth. **Strategy's Expected Result/Impact:** The expected outcome is that new teachers will grow professionally by observing their colleagues and best practices being used with students. **Staff Responsible for Monitoring:** Instructional Coach, Administrators, and Classroom Teachers	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data meetings will include discussions about students receiving special education services and plans of action for them if needed. RTI interventionists will collaborate with classroom and resource teachers and monitor group will be utilized in Eduphoria to closely watch their progress. **Strategy's Expected Result/Impact:** Increased learning and progress for students. **Staff Responsible for Monitoring:** Classroom Teachers, Resource Teachers, RTI Interventionists and Administrators	50%			

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 6: Emergent Bilinguals (EB) student group scores will increase in all areas on TELPAS Assessments.

Evaluation Data Sources: Reading and Math Curriculum-Based Assessments, Benchmarks, and TELPAS Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: High yield instructional strategies will be implemented with EB students such as the online TELPAS practice program (weekly logs updated by teachers), book study over 7 Steps to a Language Rich Classroom, Talk Read/Talk Write, Small Group, Purposeful Talk from Fundamental 5 and Write Critically. **Strategy's Expected Result/Impact:** Growth for EB students in all tested areas of TELPAS. **Staff Responsible for Monitoring:** ESL Teachers and Administrators	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Data meetings will include discussions about EB population and plan of action. Monitor group will be utilized in Eduphoria to closely monitor progress. **Strategy's Expected Result/Impact:** Growth for EB students in all tested areas of TELPAS. **Staff Responsible for Monitoring:** ESL Teachers and Administrators	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 7: Economically Disadvantaged student group scores will increase in all areas on STAAR Assessments.

Evaluation Data Sources: Reading and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Student goal setting and data tracking with discussions focusing on students who qualify as economically disadvantaged. We will also use Eduphoria data to set up a Monitor Group. **Strategy's Expected Result/Impact:** Increase in CBA, Benchmark, and STAAR results. **Staff Responsible for Monitoring:** Administrators, RTI Interventionists, and Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 8: Continue utilizing PLC's to refine Tier 1 instruction and plan for Tier 2 interventions and enrichment in order to differentiate for students' unique learning needs.

Evaluation Data Sources: Weekly 70 minute PLC's meetings where data is analyzed and instruction, intervention ;and enrichment is discussed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The BHEN master schedule will continue to reflect a common conference period of seventy minutes for grade level teachers in order to meet weekly for PLC time. This is when teachers will plan Tier 1 horizontally aligned instruction as well as Tier 2 interventions and enrichment opportunities to meet their students' learning needs. RTI Specialists will continue to support teachers by facilitating planning and data conversations. **Strategy's Expected Result/Impact:** The expected results of this strategy will be the creation and delivery of high quality Tier 1 and 2 instruction and enrichment opportunities for our students. **Staff Responsible for Monitoring:** Administrators and RTI Specialists				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 9: Critical writing will be incorporated in all content areas to prepare students for the new online STAAR testing format.

Evaluation Data Sources: Fundamental 5 information gathered from classroom walkthroughs, observations, CFA, CBA, Benchmark, and 2023 STAAR assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Critical writing will be incorporated into all class as much as possible to support the development of our students' writing skills. A new Eagle Labs writing class has also been added this school year to increase enthusiasm for and opportunities to practice writing for our students. **Strategy's Expected Result/Impact:** Providing increased writing opportunities for students in all classes will further develop their skills as writers. **Staff Responsible for Monitoring:** Administrators and all Teachers on campus.	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: Safety drills and staff training will occur regularly to ensure student/employee safety.

Evaluation Data Sources: Monthly fire drills and biannually intruder/shelter in place drills will take place.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Programs that will promote school safety, personal hygiene, discipline, and good character this school year include Red Ribbon Week, GREAT program, Bully Awareness, Guidance lessons, Fire Safety week, Bike Safety, and Eagles of the Month to honor students demonstrating good character. A modified puberty training for life skills students will be implemented as well. Our campus Kindness Crew members and WATCH Dogs also greet students at the entrances. **Strategy's Expected Result/Impact:** Maintain Safe School Environment Decrease discipline issues **Staff Responsible for Monitoring:** Counselor, Nurse, CCAMPS, Life Skills Dept. **TEA Priorities:** Connect high school to career and college **Funding Sources:** - General Campus Fund - $1,000, - Campus Activity Fund - $1,000	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counseling and School Social Worker Services will be available on each campus **Strategy's Expected Result/Impact:** Provide student services for families in need **Staff Responsible for Monitoring:** Counselor and Social Worker SAT Committee	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Action plan to administer the fitness gram and campus jogging program **Strategy's Expected Result/Impact:** Increase Fitness Gram performances Increase student participation in jogging incentive **Staff Responsible for Monitoring:** PE Teachers **Funding Sources:** - General Campus Fund - $500	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Discipline process will be monitored and evaluated. The goal is to keep our students learning in the classroom. PBIS is our district wide discipline system. Our campus PBIS Committee monitors the campus wide discipline system of Dojo and looks for trends or data points that indicate any adjustment is needed. The campus administrators, counselors, case managers, or LSSPs may assist with effective strategies for students who have more challenging behaviors. **Strategy's Expected Result/Impact:** Decrease in office referrals **Staff Responsible for Monitoring:** PBIS Committee Admin	50%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Safety drills will be conducted accordingly: fire drills four times per school year, lockdown/shelter in place/ severe weather drills twice per school year. **Strategy's Expected Result/Impact:** Improve safety procedures **Staff Responsible for Monitoring:** Admin	50%			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Arrival and Dismissal routines are systematically evaluated for safety. **Strategy's Expected Result/Impact:** Satisfactory rating from Disitrict Safety Audits **Staff Responsible for Monitoring:** All Staff	50%			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: WATCH DOG Program allows fathers and grandfathers to be present throughout the school day. Their goal is to check all doors and monitor hallways and cafeteria to ensure safety. They are present outside during drop off and dismissal times. They assist with lunches in the cafeteria as well as in the gyms during PE where larger groups of students are present. **Strategy's Expected Result/Impact:** The program allows for a more systematic way of checking all entries into the school as well as monitoring hallways for safety. **Staff Responsible for Monitoring:** Counselor and admin team	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: All exterior and classroom doors will remain closed and locked during instructional times to ensure student and staff safety. Routine door checks and safety audits will be performed on campus.

Evaluation Data Sources: Documentation from routine door checks conducted by the campus officer and results from campus and district safety audits performed on campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By keeping all exterior and classroom doors locked during instructional times, our campus will be safer for both students and staff. **Strategy's Expected Result/Impact:** The result of keeping all exterior and classroom doors locked will be to ultimately keep our students and staff safe. **Staff Responsible for Monitoring:** Administrators, Teachers, Aides, Campus Police Officer, and Watch Dogs.	90%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 3: Safety is our number one priority for both students and staff. We will focus our efforts on the following three areas to maintain a culture of safety at BHEN :

Relationships - Every student is "plugged in" with our House System
Responsibility - Everyone is responsible for our campus safety - If you see something, say something
Resources - Multiple resources have been provided for our school to enhance our safety measures

Evaluation Data Sources: Documentation from our House System getting 100% of students connected and "plugged in" and staff meeting agendas and emails highlighting campus safety discussions and issues.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to have all students connected at school, we are implementing the House System this school year. We are also increasing our safety measures by collectively sharing this responsibility and layering additional safety measures on our campus (door alarms, enhanced camera technology, etc.). **Strategy's Expected Result/Impact:** The ultimate goal of these increased safety efforts is to keep all of our students and staff safe while at school. **Staff Responsible for Monitoring:** Administrators, Teachers, Aides, Campus Police Officer, and district level support personnel.	90%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A qualified, diverse staff will support campus success.

Performance Objective 1: Instructional aides will receive training in the areas of Special Education, ESL, content areas and highly effective classroom strategies in order to best support students and teachers.

Evaluation Data Sources: Training opportunities provided throughout the 2022-2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training for instructional aides in the areas of special ed, ESL, content areas and highly effective classroom strategies. **Strategy's Expected Result/Impact:** Increased student performance in the inclusion and resource classrooms. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: A qualified, diverse staff will support campus success.

Performance Objective 2: Teacher retention rate will be greater than 95%.

Evaluation Data Sources: Contract Renewal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Mentors for new teachers or teachers new to the district will be utilized. Monthly meetings with new hires called Eagles in Training will be held after school. **Strategy's Expected Result/Impact:** Improve teacher retention rates OHI results reflect successful mentor program **Staff Responsible for Monitoring:** Admin and Mentor Teachers **Funding Sources:** - General Campus Fund - $100				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: A qualified, diverse staff will support campus success.

Performance Objective 3: The student-teacher ratio will be lower than the state average 21 to 1.

Evaluation Data Sources: We will continue to monitor class sizes as we grow.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Analyze demographic information to project enrollment for subsequent year. Make staffing requests as appropriate. **Strategy's Expected Result/Impact:** An average student ratio of 21 to 1 in all classrooms **Staff Responsible for Monitoring:** Admin	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will monitor enrollment and withdrawal data closely to report growth trends to central office. **Strategy's Expected Result/Impact:** The result of monitoring this data closely is to assist with future staffing needs of the campus. **Staff Responsible for Monitoring:** Principal, Registrar, and Counselors	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: A qualified, diverse staff will support campus success.

Performance Objective 4: The number of ELAR teachers with ESL certified will increase within the next three years.

Evaluation Data Sources: Certifications will be acquired by at least one more ELAR teacher per grade level by the end of the 2023 summer.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators will promote the need for ELAR Teachers to become ESL certified in order to meet the growth demands of our student population. **Strategy's Expected Result/Impact:** By advertising this need, we hope to encourage and have more teachers get their ESL certification. **Staff Responsible for Monitoring:** Administrators and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Technology will be implemented to strengthen the effectiveness of student learning through collaboration with campus technology specialist, instructional management, and professional development.

Performance Objective 1: Teachers will implement Google Classroom or SeeSaw no less than one time per week as a platform for direct instruction/group work/ and independent work in core subject areas.

Evaluation Data Sources: PLC time is provided for weekly planning where online learning opportunities may be discussed. Administrators will monitor lesson plans and the implementation of online learning opportunities in the classroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Various devices such as tablets, Chromebooks, laptops, and/or computers are accessible to all students and teachers. **Strategy's Expected Result/Impact:** Increase use of technology in all classrooms **Staff Responsible for Monitoring:** Admin and Tech Committee				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Effective professional development is conducted for all staff and in order to strengthen awareness of hardware and software and how it can be incorporated into daily instruction. **Strategy's Expected Result/Impact:** Increase use of technology in all classrooms **Staff Responsible for Monitoring:** Admin and Tech Committee				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Our instructional technologist will assist teachers in the utilization of a newly created innovation room which includes Virtual Reality headsets, a green screen, and Chromebooks. (Web site resource: Bits and Bytes which includes a wide variety of tips for implementing technology) **Strategy's Expected Result/Impact:** Enhancement of curriculum with implementation of technology will improve student engagement and data. **Staff Responsible for Monitoring:** Technology team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Technology will be implemented to strengthen the effectiveness of student learning through collaboration with campus technology specialist, instructional management, and professional development.

Performance Objective 2: Teachers will implement online assessments to prepare for future state assessment platform.

Evaluation Data Sources: Students with oral administration will attempt online assessments throughout the year utilizing Eduphoria..

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers are incorporating new online assessment types in their online CBAs as well as having students practice using the Cambium online testing platform for taking the third grade reading and math interim tests. **Strategy's Expected Result/Impact:** The result of having students practice testing online with the new item types and the interim tests will be to best prepare them for the online testing challenges they will encounter at the end of the Spring semester. **Staff Responsible for Monitoring:** Administrators, Campus Testing Coordinator, Teachers, RTI Specialists, and Case Managers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Social Emotional Learning curriculum will be implemented campus-wide.

Performance Objective 1: The Purposeful People curriculum scope and sequence will be implemented weekly by all classroom teachers for our Social Emotional Learning (SEL) programming. First grade students will receive daily SEL lessons while second and third grade students receive a weekly SEL lesson delivered on Mondays.

Evaluation Data Sources: *Monitored weekly by administrative team
*Curriculum/lessons will be discussed during PLC meetings
*Monthly SEL meeting

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will implement the Purposeful People SEL curriculum with their students on a daily or weekly basis determined by their grade level. Our campus counselors will support our SEL efforts on campus. **Strategy's Expected Result/Impact:** The result of our students receiving the Purposeful People SEL curriculum will be to further positively impact their personal character development. **Staff Responsible for Monitoring:** Administrators, Counselors, and all Teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Barbers Hill Independent School District

Barbers Hill Elementary South

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

As Eagles, We Can, We Will:

Enjoy Learning

Accept Responsibility

Give 100%

Love Others

Exceed Expectations

Soar

Vision

Every Eagle Matters:

Every Way, Every Day.

Value Statement

We believe that all children can and will learn.
We strive to give only our best every day.
We lead by example.
We begin with the end in mind.
We know that we are better together.

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Goal 4: A qualified, diverse staff will support student success. 13

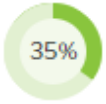
Goals

Goal 1: The curriculum, instruction, and assessment of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

Performance Objective 1: 90% or more of all students and each student group will "meet grade level" on all state screeners and assessments in grades 1 - 3.

Evaluation Data Sources: CBAs, District Benchmarks, STAAR, DRA, DIBELS, and iStation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will meet weekly in PLCs to discuss targeted skills, data, and best practices as well as to identify students' needs and plan for intervention and enrichment. **Strategy's Expected Result/Impact:** PLCs occur, meeting minutes, interventions occur, student achievement increases **Staff Responsible for Monitoring:** Administrators, CIA Leaders, Instructional Coach & Interventionists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistent, targeted, research-based interventions will be provided for all students that are not on grade level and that do not pass the CBAs, benchmark assessments, or are reading below grade level as evidenced by DIBELS and DRA data. **Strategy's Expected Result/Impact:** Tutorials occur, student achievement increases **Staff Responsible for Monitoring:** Instructional Coach, CIA leaders, Classroom Teachers, Interventionists, Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide ongoing and timely professional development to teachers to facilitate skill acquisition needed to deliver effective instruction in all content areas. **Strategy's Expected Result/Impact:** Training agendas, sign-in sheets, observation & walk-through reports show evidence of best practices **Staff Responsible for Monitoring:** Administrators, Interventionists, Instructional Coach, District Admin				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Appropriate enrichment will be provided for students meeting and mastering grade-level standards **Strategy's Expected Result/Impact:** Masters percentage increases, distinctions are earned **Staff Responsible for Monitoring:** Administrators, Interventionists, Instructional Coach, and CIAs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: BHES will implement, monitor, and support small group instruction based on student data and teacher reflection. **Strategy's Expected Result/Impact:** Student mastery of skills will increase as noted on all state and local assessments **Staff Responsible for Monitoring:** All ESS faculty and staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The curriculum, instruction, and assessment of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

Performance Objective 2: 40% of special populations (SPED, EB, and ED) will master grade-level expectations as related to Closing the Achievement Gap, Domain III.

Evaluation Data Sources: DIBELS, DRA, STAAR, & TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase opportunities for placement in inclusion and/or co-teach settings will be provided for Special Education students. **Strategy's Expected Result/Impact:** Master schedule, IEP meeting deliberations, SPED PLC minutes **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, SPED Res/Inclusion teachers	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistent, targeted, research-based interventions will be provided for all students that are not on grade level and that do not pass the CBAs, benchmark assessments, or are reading below grade level as evidenced by DIBELS and DRA data. **Strategy's Expected Result/Impact:** Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned **Staff Responsible for Monitoring:** Classroom teachers, Admin, Interventionists, and Instructional coach	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: BHES will implement, monitor, and support small group instruction based on student data and teacher reflection. **Strategy's Expected Result/Impact:** Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned **Staff Responsible for Monitoring:** Classroom teachers, CIAs, Interventionists, Instructional Coach, and admin	45%			

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: The curriculum, instruction, and assessment of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

Performance Objective 3: Each BHES Emergent Bilingual student will increase in English proficiency for listening, speaking, reading and writing.

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bilingual/ESL teachers will meet monthly as a PLC to discuss best instructional practices, lesson planning, and strategic interventions as well as receive monthly updates from district TELPAS Task Force. **Strategy's Expected Result/Impact:** Task Force attendance, campus PLCs held **Staff Responsible for Monitoring:** Administrators, Bilingual & ESL Teachers, Eagle Labs, Librarian	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing and timely professional development to Bilingual/ESL teachers to facilitate skill acquisition needed to deliver effective differentiated instruction in relation to developing English proficiency. **Strategy's Expected Result/Impact:** Increase in TELPAS Composite rating for all EBs **Staff Responsible for Monitoring:** Administrators, Eagle Labs, Bilingual & ESL Teachers, librarian	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Consistent, targeted research-based interventions will be provided for all EB students that did not show growth on TELPAS Composite Rating. **Strategy's Expected Result/Impact:** Adjusted Eagle Flex schedule **Staff Responsible for Monitoring:** Admin, Eagle Labs, Bilingual & ESL teachers, Librarian	50%			

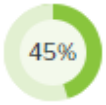
0% No Progress 100% Accomplished Continue/Modify Discontinue

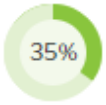
Goal 1: The curriculum, instruction, and assessment of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

Performance Objective 4: The campus attendance rate will be at least 98% and all students will meet state attendance requirements

Evaluation Data Sources: Attendance reports each six weeks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents will be called when students are absent by homeroom teacher and attendance clerk. **Strategy's Expected Result/Impact:** Daily phone call log maintained & shared with the campus **Staff Responsible for Monitoring:** Attendance Clerks, classroom teachers, and admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: BHES will incorporate incentives for attendance weekly in-class and each 9 weeks by campus. Both mid and end of year perfect attendance will be recognized. **Strategy's Expected Result/Impact:** Attendance monitored each six weeks, attendance rate increases **Staff Responsible for Monitoring:** Administrators, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students with problematic attendance will received a "Principals' Attendance Plan." **Strategy's Expected Result/Impact:** Attendance monitored each six weeks, attendance rate increases **Staff Responsible for Monitoring:** Administrators, attendance clerk				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: A positive school-community relationship will support student success.

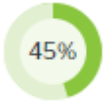
Performance Objective 1: BHES will encourage open communication between home and school.

Evaluation Data Sources: Feedback through surveys and communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct an "Eagle Launch" orientation session prior to the opening of school to familiarize students and parents with campus and classroom rules and campus/classroom procedures. **Strategy's Expected Result/Impact:** Sign-in sheets, parent feedback **Staff Responsible for Monitoring:** Administrators, Counselor, Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parental Involvement Policy implemented to increase communication with parents about school programs, testing, student progress, volunteer programs, and parent participation. **Strategy's Expected Result/Impact:** Events scheduled, sign-in sheets, parent involvement policy signed by parents **Staff Responsible for Monitoring:** Administrators, Counselor, Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: BHES will use a variety of methods to communicate with parents such as Dojo, Parent Square, student agendas and campus newsletters to keep parents informed. **Strategy's Expected Result/Impact:** Parents remain informed of upcoming events through campus newsletters **Staff Responsible for Monitoring:** Administrators, Counselor, Classroom Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: BHIS will incorporate Twitter, our campus website and other social media to highlight on-going activities, successes, classroom web page links, and contact information. **Strategy's Expected Result/Impact:** Campus website remains updated, tweets on twitter **Staff Responsible for Monitoring:** Campus Webmaster				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: BHES will conduct at least 4 school-wide events that include parent participation. (Turkey Trot, Veterans' Day Program, 1st Grade Field Day, Bilingual Family Night, Art & Writing Show, STAAR Night, Awards Ceremonies, etc.) **Strategy's Expected Result/Impact:** Sign-in sheets show an increase in attendance, event agendas identify important topics, parent feedback is positive **Staff Responsible for Monitoring:** Administrators, Counselor, Team Leaders, Classroom Teachers **Funding Sources:** - General Campus Fund - $1,000	45%			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement an effective structure for Parent Volunteers with specific roles and responsibilities. **Strategy's Expected Result/Impact:** An increase of parent support on campus **Staff Responsible for Monitoring:** Volunteer Coordinator, Admin	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: BHES will incorporate Watch D.O.G.S. to increase parent involvement and to provide positive male role models for students. **Strategy's Expected Result/Impact:** Increased parent involvement, greater connection between home and school. **Staff Responsible for Monitoring:** Counselors, Admin, office staff	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: Implement SEL and character programs that teach and highlight appropriate student behavior and citizenship.

Evaluation Data Sources: Feedback through surveys and evaluations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Eagle of the Month student incentive program to identify and reward students for outstanding work and good citizenship. **Strategy's Expected Result/Impact:** An increase in good citizenship and decrease in discipline referrals. **Staff Responsible for Monitoring:** Administrators, Counselors, classroom teachers	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify, teach, and reinforce a character trait each month through grade-level guidance lessons, announcements, on-going instruction, and Red Ribbon Week. **Strategy's Expected Result/Impact:** Lesson plans, newsletters inform parents of character traits & upcoming information **Staff Responsible for Monitoring:** Counselor, Admin, classroom teachers	65%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct end of year reward days for student behavior **Strategy's Expected Result/Impact:** Participant list increases **Staff Responsible for Monitoring:** Administrators, counselors, and classroom teachers	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement programs to provide students in need with necessary items (Backpack Buddies, clothing vouchers, school supply program).	100%	100%	100%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: Incorporate and implement a campus-wide PBIS model.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PBIS lesson plans and posters around campus as a visual reminder for students and staff **Strategy's Expected Result/Impact:** A reduction in discipline referrals. Session roster, student behaviors/coping strategies improve, office referrals decrease **Staff Responsible for Monitoring:** Counselor	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Initiate the Eagle Support Team (EST) as a method of teacher referral for persistent behaviors, absences, and/or other outlying student concerns. **Strategy's Expected Result/Impact:** Session rosters, number of office referrals decrease **Staff Responsible for Monitoring:** Administrators, Counselor	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct PBIS Team meetings to discuss data trends, interventions, and strategies for improvement. **Strategy's Expected Result/Impact:** Meetings agendas, minutes, & sign-in sheets; discipline referrals decrease **Staff Responsible for Monitoring:** PBIS Campus Coordinator	55%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will maintain a voice level zero in the hallways and during transitions. **Strategy's Expected Result/Impact:** Reduced number of referrals submitted from transition misbehavior **Staff Responsible for Monitoring:** All faculty and staff	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 3: 100% of BHES students will be accounted for 100% of the time.

Evaluation Data Sources: Safety drill report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review Crisis Management Plan and conduct required emergency drills. **Strategy's Expected Result/Impact:** Emergency drill report remains updated and complete **Staff Responsible for Monitoring:** Administrators, Counselors	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Safety folders/materials, staff training and SAMs (Safety Assessment Managers) will be used to prepare staff and substitutes for emergencies. **Strategy's Expected Result/Impact:** Sign-in sheet, students are prepared for emergency drills/situations **Staff Responsible for Monitoring:** Administrators	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote the use of WatchD.O.G.S. and BHES campus police officer to conduct frequent, on-going security checks. **Strategy's Expected Result/Impact:** Follow-up emails to staff members, work orders placed remedy facility concerns, pass district/intruder audits **Staff Responsible for Monitoring:** Administrators	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure all visitors and district employees are checked through the Raptor system and wearing a badge on campus. **Strategy's Expected Result/Impact:** 100% of visitors, staff and students are wearing a badge, pass district/intruder audits **Staff Responsible for Monitoring:** Administrators, Receptionists, all faculty and staff	55%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: A qualified, diverse staff will support student success.

Performance Objective 1: Employee retention rate at BHES will be greater than 95%.

Evaluation Data Sources: End of year contract renewals and returning commitment for staff members

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the New Teacher Mentor Program with mentor teacher assignment, meetings with principal, and teacher survey. **Strategy's Expected Result/Impact:** Meeting agendas & sign-in sheets, new teacher & mentor feedback **Staff Responsible for Monitoring:** Administrators, Campus Mentor Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize monthly "temp checks," mid-year surveys, and year-end OHI results to target campus needs in order to create and implement systems and processes for campus-wide improvement. **Strategy's Expected Result/Impact:** OHI power point presentations, meeting minutes, staff feedback **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide teacher attendance awards. **Strategy's Expected Result/Impact:** Attendance reports show an increase in attendance, recipients awarded each six weeks **Staff Responsible for Monitoring:** Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: A qualified, diverse staff will support student success.

Performance Objective 2: 100% of classroom teachers and instructional aides will be highly qualified.

Evaluation Data Sources: Teacher certification records and instructional aide certification records and/or college course-work records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development opportunities for staff members via: book studies, PLCs, demonstration lessons, beginning of year training sessions, etc. **Strategy's Expected Result/Impact:** PD attendance reports, training agendas & sign-in sheets, PD certificates, observation & walk-through reports show use of best practices **Staff Responsible for Monitoring:** Administrators, CIA Leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet with instructional aides on a monthly basis to discuss instructional strategies and needed support. **Strategy's Expected Result/Impact:** Meeting minutes & sign-in sheets, instructional aide & teacher feedback guides discussions, student support improves				

 No Progress  Accomplished  Continue/Modify  Discontinue

Barbers Hill Independent School District

Intermediate North

2022-2023 Goals/Performance Objectives/Strategies

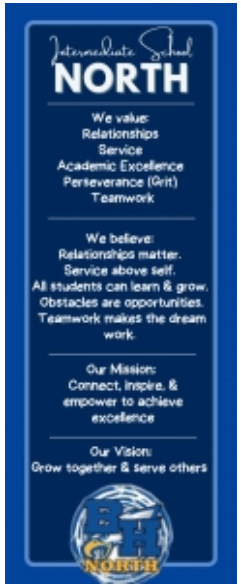


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Goal 3: Qualified, diverse staff will support instruction and campus success. 18

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Goals

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 1: 90% or more of all students and each student group will achieve the Approaches grade level performance standards on all state assessments.

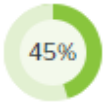
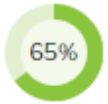
Evaluation Data Sources: Reading, Math, and Science Curriculum Based Assessments, Benchmarks, and STAAR Assessments.

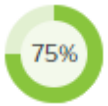
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will meet to review data, students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill. **Strategy's Expected Result/Impact:** Data analysis meetings will be conducted after CBAs and Benchmarks are administered. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Tutorials and reteach opportunities will be provided based on formative/summative assessments and CBA data for all students. **Strategy's Expected Result/Impact:** After data analysis meetings, teachers will adjust tutoring groups and resources to meet the needs of students. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Horizontal core academic teams will meet weekly during scheduled PLC times. Vertical (grade level) core teams will meet during Professional Development days. **Strategy's Expected Result/Impact:** Improve instructional practices by sharing/planning best practices, strategies, and student data. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will be offered training opportunities in rigorous Reading instruction through The Science of Teaching Reading. **Strategy's Expected Result/Impact:** Increase reading and writing performance, close performance gaps, and teach basic reading skills to students with reading deficits. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, support staff, and classroom teachers **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Supplemental aides will be provided for special education students. These will be reviewed routinely and training provided to students and teachers. **Strategy's Expected Result/Impact:** We will create and utilize approved supplemental aides based on student needs. These will also be used in classroom instruction. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increased inclusion opportunities for students and instructional support in the classroom. Training resources for teachers and paraprofessionals in inclusion and coteach model. **Strategy's Expected Result/Impact:** Least restrictive environment and increased support in inclusion/cotaught setting. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers, and special education teachers **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Mentors (PALS) will be assigned to students who are in need of academic or social/emotional support. **Strategy's Expected Result/Impact:** Increase student achievement/growth measures, decrease student discipline incidents and office referrals. **TEA Priorities:** Improve low-performing schools	95%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Training and resources will be provided to ELA teachers in Reading and Writing. Written Expression, Report Form, Story Form, Storyworks, Reading Horizons, Phonology, Unique Learning, Guided Reading, Reading Readiness, Texas Reading Academy, Lead4Ward Rockin'Review. **Strategy's Expected Result/Impact:** Increase student achievement/growth measures in Reading and Writing. **Staff Responsible for Monitoring:** Administrators, ELA teachers	50%	50%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Training and resources will be provided in Math, Science, and Social Studies. Report Form, Reflex Math, Education Galaxy, Study Island, Kamico, Click on TEKS, Heinemena Math in Practice, Stepping up to TEKS, CAST conference, Lead4Ward Rockin' Review, Math Warm-Ups/Fast Focus. **Strategy's Expected Result/Impact:** Increase student achievement/growth measures in Math, Science, and Social Studies. **Staff Responsible for Monitoring:** Administrators, RTI/Instructional Coaches, Math, Science, and Social Studies teachers.	65%	85%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 2: 70% or more of all students will achieve the Meets grade level performance on all state assessments.

Evaluation Data Sources: Reading, Math, and Science Curriculum-Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training opportunities and resources for teachers to increase critical thinking, rigor, and process assessment in classrooms. Training including growth mindset, Fundamental 5, Writing processes/across contents, Talk/ Read/Talk, ELPS strategies, Student goal setting/tracking, Study Island, and STAAR Redesign and item types. **Strategy's Expected Result/Impact:** All students meet expected growth and Meets grade level performance on benchmarks, CBA's, and STAAR. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	55%	65%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to utilize and monitor the use of TEK-based resources for interventions and extensions (Istation, Imagine Math, Study Island, Math Warm-ups, and Fast Focus. **Strategy's Expected Result/Impact:** Increase student achievement and growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	70%	80%	90%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide students with high-level thinking activities based on skills and individual needs using assessment data. **Strategy's Expected Result/Impact:** Increased student achievement and growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	55%	75%	90%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 3: 50% or more of all students will achieve the Masters grade level performance standards on all state assessments.

Evaluation Data Sources: Reading, Math, and Science curriculum-based assessments, benchmarks, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to utilize and monitor the use of TEK-based resources for interventions and extensions (Istation, Imagine Math, Study Island, Math Warm-ups, and Fast Focus. **Strategy's Expected Result/Impact:** Increase student achievement and growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	55%	75%	85%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with high-level thinking activities based on skills and individual needs using assessment data. Provide teachers with training opportunities in critical thinking and raising rigor in instruction. **Strategy's Expected Result/Impact:** Increase student achievement and growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	75%	75%	85%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 4: 80% of students will meet anticipated academic progress measures on all state assessments.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ISIP Reading and Math will be conducted quarterly to monitor student progress. **Strategy's Expected Result/Impact:** Students will meet expected growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	70%	90%	95%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Data boards will be monitored and kept up to date with student benchmarks and CBA data. Action plans will be developed and strategies for intervention, reteaching, and acceleration will be implemented. **Strategy's Expected Result/Impact:** Students will meet expected growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	65%	75%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: RTI team will monitor and provide interventions and enrichment for students who are not meeting growth measures on benchmarks. **Strategy's Expected Result/Impact:** Students will meet expected growth measures. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers	65%	85%	100%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 5: The district attendance rate will be at least 96% and all students will meet state compulsory attendance requirements.

Evaluation Data Sources: Attention to Attendance Reports, Skyward Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The attendance clerk will call the parents of absent students daily. **Strategy's Expected Result/Impact:** Increase student daily attendance. **Staff Responsible for Monitoring:** Administrators, attendance clerk	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide attendance incentives each 6-weeks for students who have the highest attendance. **Strategy's Expected Result/Impact:** Increase student daily attendance. **Staff Responsible for Monitoring:** Administrators, attendance clerk	70%	85%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Administrators will monitor student attendance and notify parents when students fall below the 90% compulsory attendance or are truant. **Strategy's Expected Result/Impact:** Increase student daily attendance. **Staff Responsible for Monitoring:** Administrators, attendance clerk	50%	50%	90%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Attention to Attendance software program will provide communication to administrators and parents regarding student attendance. **Strategy's Expected Result/Impact:** Increased student daily attendance **Staff Responsible for Monitoring:** Administrators, attendance clerk	65%	75%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 6: Special Education students will increase in all performance levels on STAAR and STAAR Alt on all tests.

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, and STAAR assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Evaluate placement and inclusion/cotaught time in Reading, Math, and Science based on individual student needs. **Strategy's Expected Result/Impact:** Cotaught classes that include a classroom teacher and special education teacher are used for placement of students in need of content support. **Staff Responsible for Monitoring:** Admin, special education teachers, ARD committee	50%	65%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Training opportunities and ongoing support will be provided for instructional aides that are aligned with instructional programming and classroom practices. **Strategy's Expected Result/Impact:** Improved support for students and frontline classroom instruction. **Staff Responsible for Monitoring:** Campus and district admin.	65%	75%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Classroom teachers will be provided the opportunity to observe other classrooms/teachers to identify policies, procedures, teaching strategies, and personal areas of professional growth. **Strategy's Expected Result/Impact:** Teacher professional growth **Staff Responsible for Monitoring:** Teachers, Admin Team	45%	55%	90%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Data meetings will include student-specific discussions including SPED needs and interventions. RTI specialists will assist with SPED interventions/tutorials and support SPED teachers by providing and assisting with the development of resources and instructional materials. **Staff Responsible for Monitoring:** Sped/classroom teachers, RTI specialists	55%	75%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 7: EB student group scores will increase in all areas on STAAR assessments and make progress on TELPAS.

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, and STAAR assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: High yield strategies will be implemented with EB students such as Talk/Read/Talk Write, Small groups, Purposeful Talk, Fundamental 5, and Writing Across Curriculum.	50%	60%	95%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Data Meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan.	60%	85%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention/tutorial plan will target individual EB student needs in listening, writing, and speaking. **Strategy's Expected Result/Impact:** EB students will show progress on STAAR and TELPAS.	65%	85%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students to maintain the highest rating in the state accountability system.

Performance Objective 8: Economically disadvantaged student group scores will increase in all areas on benchmark and STAAR assessments.

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, and STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Data discussions will include targeting student groups and students in multiple student groups for growth monitoring, interventions, and skills-specific instruction.	Formative			Summative
	Nov	Jan	Mar	June
	65%	75%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Tutorial/enrichment time will be used to target individual ED student gaps in learning or skill deficits.	Formative			Summative
	Nov	Jan	Mar	June
	55%	70%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Student intervention planning discussions will include social, emotional, and financial needs and identify resources that can be provided to students through campus/district support personnel (nurse, counselor, social worker, etc.).	Formative			Summative
	Nov	Jan	Mar	June
	55%	65%	100%	100%

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: The campus will maintain a safe, structured, and healthy environment conducive to whole-child development and employee effectiveness.

Performance Objective 1: Safety drills, campus procedures, and staff training will be established/monitored/conducted systematically to ensure student/ employee safety.

Evaluation Data Sources: Campus Procedures, drill/training schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Discipline program/processes will be monitored and evaluated. PBIS team and support staff will develop and update the campus discipline management plan. Support team members including LSSP, admin, counselors and PASS teachers will assist with behavior strategies and plans. **Strategy's Expected Result/Impact:** Decrease discipline and students out of placement **Staff Responsible for Monitoring:** Admin, PBIS, Special services support Staff	60%	70%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Safety drills will be conducted monthly. **Strategy's Expected Result/Impact:** Student and staff awareness and practice of drills and safety routines. **Staff Responsible for Monitoring:** admin	45%	50%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Arrival, dismissal, and transition routines will be evaluated/developed for safety. **Strategy's Expected Result/Impact:** improved processes and student safety measures (safety audit) **Staff Responsible for Monitoring:** all staff	60%	70%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus safe rooms will be utilized for lock-downs. **Strategy's Expected Result/Impact:** Improved safety measures. **Staff Responsible for Monitoring:** Admin, teachers	55%	65%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus safety officer will provide campus support, monitoring, and security. **Strategy's Expected Result/Impact:** Improved safety measures **Staff Responsible for Monitoring:** Campus safety officer	85%	90%	95%	100%

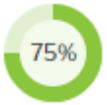
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Goal 2: The campus will maintain a safe, structured, and healthy environment conducive to whole-child development and employee effectiveness.

Performance Objective 2: School safety and involvement programs will be implemented to promote build awareness and promote/maintain a school safe environment.

Evaluation Data Sources: Student/parent involvement, discipline/attendance reports, safety audits

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement programs promoting school safety, personal hygiene, student expectations (CHAMPS, PBIS), good character (Character Counts), Red Ribbon Week, GREAT program, Bully Awareness, Bike Safety, Student Ambassadors, and Watchdogs. **Strategy's Expected Result/Impact:** Maintain a safe school environment and decrease student discipline **Staff Responsible for Monitoring:** Admin, support services, teachers, support staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counseling services (academic and social/emotional) and social workers will be available to the campus through community and district resources. **Strategy's Expected Result/Impact:** Meet social/emotional needs of students and families. **Staff Responsible for Monitoring:** Counselor, nurse, social worker, admin, support services				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus jogging program and Fitness Gram will be conducted through the PE classes. **Strategy's Expected Result/Impact:** Increase performance on Fitness Gram and participation and performance in the jogging program. **Staff Responsible for Monitoring:** PE teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The Plugged-In initiative will track student involvement. **Strategy's Expected Result/Impact:** All students will be involved in one or more campus or community activities. **Staff Responsible for Monitoring:** Admin, teachers, staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement Campus Watch Dog Program to allow parent/grandparent volunteers to monitor hallways, the building exterior, and common areas (courtyard, cafeteria, playground). **Strategy's Expected Result/Impact:** Increased supervision, monitoring, and campus security as well as community involvement. **Staff Responsible for Monitoring:** Admin, Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus will maintain a safe, structured, and healthy environment conducive to whole-child development and employee effectiveness.

Performance Objective 3: Covid 19 safety protocols will be implemented.

Evaluation Data Sources: Reduced exposure/cases

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A quarantine plan will be implemented to reduce the spread of Covid 19. Any student/staff member who tests positive must not return to campus for 5 days after a positive test/symptoms. **Strategy's Expected Result/Impact:** Reduced exposure/cases **Staff Responsible for Monitoring:** Nurse, admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Handwashing/sanitizing wipes and cleaners will be provided to staff and students. **Strategy's Expected Result/Impact:** Reduced exposure/cases **Staff Responsible for Monitoring:** Admin, nurse				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Qualified, diverse staff will support instruction and campus success.

Performance Objective 1: Provide training for instructional aides in the areas of Special Education (inclusion, differentiation), ESL, and high-yield instructional strategies.

Evaluation Data Sources: Increase student performance/success, individual growth

Goal 3: Qualified, diverse staff will support instruction and campus success.

Performance Objective 2: Teacher retention rate will be greater than 95%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Mentors for new teachers to the profession and new teachers to the district will be assigned to support transition and professional growth. Monthly meetings with new hires and campus mentors will be held after school. **Strategy's Expected Result/Impact:** Increase teacher effectiveness, retention, and OHI results **Staff Responsible for Monitoring:** Admin, Mentors, Campus Mentor Coach	60%	75%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Qualified, diverse staff will support instruction and campus success.

Performance Objective 3: 100% of RLA teachers will become ESL certified by the 2023/2024 school year.

Evaluation Data Sources: TEA teacher certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will attend ESL trainings throughout the year and/or the ESL preparation course in the summer to prepare for the exam. **Strategy's Expected Result/Impact:** All RLA teachers will be ESL certified, including ABLE teachers. **Staff Responsible for Monitoring:** Principal and APs **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Technology will be implemented to strengthen the effectiveness of student learning through collaboration with the campus technology specialist, digital media specialists, classroom teachers, and district support staff.

Performance Objective 1: Teachers will implement Google classroom with a frequency of 1 or more times per week as a platform for direct instruction and independent work in core subject areas.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Various devices IPads, Chromebooks, and desktops/laptops will be accessible to all teachers and students. **Strategy's Expected Result/Impact:** Increase use of technology in classroom instruction. **Staff Responsible for Monitoring:** Admin, Tech Team	90%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement professional development for staff on utilizing hardware and digital resources in classroom instruction. **Strategy's Expected Result/Impact:** Increase the use of technology in classroom instruction. **Staff Responsible for Monitoring:** Admin, Tech Team	65%	80%	90%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus Technology team will set up, maintain, schedule, and train staff on the innovation labs and lab equipment. **Strategy's Expected Result/Impact:** Increase use of technology in classroom instruction. **Staff Responsible for Monitoring:** Tech Team	55%	70%	70%	→

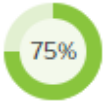
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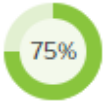
Goal 4: Technology will be implemented to strengthen the effectiveness of student learning through collaboration with the campus technology specialist, digital media specialists, classroom teachers, and district support staff.

Performance Objective 2: Teachers will implement online assessments and utilize Eduphoria, Teacher Made, and other resources to prepare students for new item types and STAAR Redesign.

Evaluation Data Sources: Lesson plans, assessment schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train teachers in Eduphoria, Teacher Made, and other resources through PLCs or flexible scheduling with Instructional Technology Coach. **Strategy's Expected Result/Impact:** Successful use of digital resources. **Staff Responsible for Monitoring:** Instructional Technology Coach **Title I:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use Teacher Made for consistent practice with new item types in lesson design. **Strategy's Expected Result/Impact:** Increase in student comfort with new item types and success answering them. **Staff Responsible for Monitoring:** APs, Team Leads, Teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Evaluate software usage to monitor student and teacher use and alignment to data and student growth. **Strategy's Expected Result/Impact:** Improved student outcomes **Staff Responsible for Monitoring:** Instructional Technology Coach **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Social Emotional Learning curriculum will be implemented campus-wide.

Performance Objective 1: Character Counts curriculum will be implemented weekly through the advisory/enrichment period.

Evaluation Data Sources: Lesson Plans, SEL team meetings

Barbers Hill Independent School District

Intermediate South

2022-2023 Goals/Performance Objectives/Strategies

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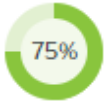
Goals 3
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Goals

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 1: 90% or more of all students and each student group will meet "approaches grade level" on all state assessments in grades 4 & 5.

Evaluation Data Sources: CBA, District Benchmarks, STAAR assessment results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will meet to review data, students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill. **Strategy's Expected Result/Impact:** Data review will be occur after CBAs and Benchmarks are administered. **Staff Responsible for Monitoring:** Administrators, RTI specialists/coaches, teachers **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 2: 40% or more of all students will achieve masters grade level in all state assessments

Evaluation Data Sources: CBA, District Benchmarks, STAAR assessment results.

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 3: The percentage of students who meet or exceed anticipated progress will increase.

Evaluation Data Sources: Summative assessment results (I-Station Math/Reading, STAAR, DRA)

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 4: STAAR Math goals are to increase performance to the following for 6th Grade:

Math:
Approaches- All 93%/EcoDis 85%/SPED 70%
Meets- All 70%/EcoDis 65%/SPED 28%
Masters All 40%/EcoDis 35%/SPED 10%

Reading:
Approaches- All 88%/EcoDis 55%/SPED 19%
Meets- All 66%/EcoDis 33%/SPED 19%
Masters All 41%/EcoDis 33%/SPED 19%

Evaluation Data Sources: CBA, District Benchmarks, STAAR assessment results.

Goal 2: 75% of our EB population will increase in at least 2 domains towards reclassification.

Performance Objective 1: By the end of the 22-23 school year, classrooms will be required to have at least 1 classroom recording of speaking session/activity each 6 -weeks.

Goal 2: 75% of our EB population will increase in at least 2 domains towards reclassification.

Performance Objective 2: Continued Staff PD throughout the year, focused on ED population needs.

Goal 2: 75% of our EB population will increase in at least 2 domains towards reclassification.

Performance Objective 3: Continued Monitoring of Summit progression/usage

Goal 3: Development/implementation of district Keyboarding initiative to support overall student success.

Performance Objective 1: 6th grade x 5 would type 30 words per minute/Students in 5th grade 25wpm/4th grade 20 wpm.

Evaluation Data Sources: Test BOY, MOY, and EOY.
Use campus wide monitoring through the software to track student progress.

Goal 3: Development/implementation of district Keyboarding initiative to support overall student success.

Performance Objective 2: Students already on grade level should increase by at least 5 wpm.

Evaluation Data Sources: Test BOY, MOY, and EOY.
Use campus wide monitoring through the software to track student progress.

Goal 4: Establishment of a high-functioning campus environment, centered around the development of all stakeholders.

Performance Objective 1: Provide regular opportunities for Teacher-Lead Staff Development.

Evaluation Data Sources: Campus Mission/Vision
Student/Staff feedback
Learning opportunities (for all)
Team-building opportunities throughout the year
Reevaluation of campus Mission/Vision at the end of the year.

Goal 4: Establishment of a high-functioning campus environment, centered around the development of all stakeholders.

Performance Objective 2: Provide regular opportunities for staff collaboration between all grade levels.

Evaluation Data Sources: Campus Mission/Vision
Student/Staff feedback
Learning opportunities (for all)
Team-building opportunities throughout the year
Reevaluation of campus Mission/Vision at the end of the year.

Goal 4: Establishment of a high-functioning campus environment, centered around the development of all stakeholders.

Performance Objective 3: Provide additional professional development opportunities to motivate staff in all areas of campus/student growth.

Evaluation Data Sources: Campus Mission/Vision
Student/Staff feedback
Learning opportunities (for all)
Team-building opportunities throughout the year
Reevaluation of campus Mission/Vision at the end of the year.

Goal 5: Adapt to district and campus growth as it increases throughout the year.

Performance Objective 1: Continuous monitoring of all student groups (SPED, 504, RTI, LPAC, EB, ED...)

Evaluation Data Sources: ARDS, report cards, teacher feedback, district meetings, community feedback

Barbers Hill Independent School District

Barbers Hill Middle School North

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Mission Statement

***All* stakeholders of Barbers Hill Middle School North, believe that *all* students can achieve high standards of learning and will ensure all students succeed by providing a culture that promotes:**

- **Relationships, relevance, and rigor**
- **Engaging, challenging, and differentiated instruction**
- **Vertical and horizontal curricula aligned with state standards**
- **Behaviors that foster responsible, productive, life-long learners**
- **Safety, respect, and responsibility**

Vision

All stakeholders of Barbers Hill Middle School North aim to inspire and empower students to excel both academically and socially. Our vision is to create a school that promotes a safe and inclusive environment where academic, social, behavioral and emotional learning is fostered and valued.

Pride...Passion...Purpose

Core Beliefs

At Barbers Hill Middle School North, we believe that all students will follow our Eagle Way, which includes:

All MSN Eagles are expected to:

- give 100% effort in everything they do.
- be kind and respectful to all adults and students.
- treat the school building as if it were your own.
- help those in need.
- approach every day and task with Pride, Passion, and Purpose.

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Goals

Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 1: All students will show growth in English Language Arts from August of 2022 to May of 2023.

Evaluation Data Sources: CBA's, Benchmarks, SLO GOAL Assessments; STAAR, ISIP Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will guide students in setting goals with the ISIP screener for Reading and improve their lexile level by the end of the year. **Strategy's Expected Result/Impact:** Increased student reading levels **Staff Responsible for Monitoring:** ELA Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2022 to May 2023. **Strategy's Expected Result/Impact:** Students develop meta cognition skills; increase understanding of essential standards **Staff Responsible for Monitoring:** ELA Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies. **Strategy's Expected Result/Impact:** Increased utilization of supplemental aides; Closing of gaps within essential standards **Staff Responsible for Monitoring:** ELA Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance. **Strategy's Expected Result/Impact:** Expanded knowledge beyond the grade level TEKS; Creative products; usage of higher order thinking skills **Staff Responsible for Monitoring:** Teachers				

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Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 2: All students will show growth in mathematics from August of 2022 to May of 2023.

Evaluation Data Sources: CBA's; Benchmarks; SLO GOAL assessments; STAAR; ISIP Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will guide students in setting goals with the ISIP screener for Math and improve their scores by the end of the year. **Strategy's Expected Result/Impact:** Students increase basic math skill level **Staff Responsible for Monitoring:** MTH Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2022 to May 2023. **Strategy's Expected Result/Impact:** Students develop meta cognition skills; increase understanding of essential standards **Staff Responsible for Monitoring:** MTH Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies. **Strategy's Expected Result/Impact:** Increased utilization of supplemental aides; Closing of gaps within essential standards **Staff Responsible for Monitoring:** MTH Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance. **Strategy's Expected Result/Impact:** Expanded knowledge beyond the grade level TEKS; Creative products; usage of higher order thinking skills **Staff Responsible for Monitoring:** Teachers				

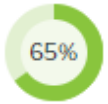
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Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 3: All students will show growth in science from August 2022 to May 2023.

Evaluation Data Sources: CBA's; Benchmarks; SLO GOAL assessments; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2022 to May 2023. **Strategy's Expected Result/Impact:** Students develop meta cognition skills; increase understanding of essential standards **Staff Responsible for Monitoring:** Science Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies. **Strategy's Expected Result/Impact:** Increased utilization of supplemental aides; Closing of gaps within essential standards **Staff Responsible for Monitoring:** Science Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance with an emphasis on 8th grade. **Strategy's Expected Result/Impact:** Expanded knowledge beyond the grade level TEKS; Creative products; usage of higher order thinking skills **Staff Responsible for Monitoring:** Teachers				

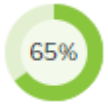
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Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 4: All students will show growth in social studies from August 2022 to May 2023.

Evaluation Data Sources: CBA's; Benchmarks; SLO GOAL assessments; STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2022 to May 2023. **Strategy's Expected Result/Impact:** Students develop meta cognition skills; increase understanding of essential standards **Staff Responsible for Monitoring:** Social Studies Teachers; IC's; Academic Dean; T-Tess Appraisers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies. **Strategy's Expected Result/Impact:** Increased utilization of supplemental aides; Closing of gaps within essential standards **Staff Responsible for Monitoring:** Social Studies Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance in with an emphasis on 8th grade. **Strategy's Expected Result/Impact:** Expanded knowledge beyond the grade level TEKS; Creative products; usage of higher order thinking skills **Staff Responsible for Monitoring:** Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 5: All students will show growth in their elective classes from August 2022 to May 2023.

Evaluation Data Sources: Performance based assessments;Skill based assessments; SLO Goal assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Three checkpoints will be used to measure if students are growing to reach the SLO Goal each elective teacher has set for the students. Teachers and students will monitor continuously. **Strategy's Expected Result/Impact:** Improved skill level **Staff Responsible for Monitoring:** Teachers; Coaches; T-Tess Appraisers				

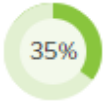
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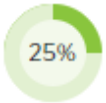
Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 6: Students will have an attendance rate of 97% or better for 2022-2023.

Evaluation Data Sources: Skyward Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attention 2 Attendance will be implemented to provide ongoing tracking of student attendance and increase communication with parents regarding attendance laws. **Strategy's Expected Result/Impact:** Attendance Rate Increases **Staff Responsible for Monitoring:** Attendance Clerk; AP's				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attendance clerk will call parents daily when students are absent. **Strategy's Expected Result/Impact:** Increased Attendance; Parents aware of laws **Staff Responsible for Monitoring:** Attendance Clerk				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Incentives for each grading period and semester will be put in place. **Strategy's Expected Result/Impact:** Incentives increase motivation/Increased Attendance **Staff Responsible for Monitoring:** Attendance Clerk; AP's; Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 7: Staff members will have an attendance rate of 97% or better for 2022-2023

Evaluation Data Sources: ASEOP Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Principal will communicate at faculty meetings the importance of teachers being in the classroom. Nobody can replace the teacher! Communicate their value. **Strategy's Expected Result/Impact:** Increased Attendance **Staff Responsible for Monitoring:** Principal; Principal Secretary	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incentives for each grading period will be in place for teachers and attendance from the campus. **Strategy's Expected Result/Impact:** Incentives increase motivation/Increased attendance **Staff Responsible for Monitoring:** Principal/Principal's secretary	35%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: District offers incentive pay for attendance. **Strategy's Expected Result/Impact:** Bonus Pay/Increased Attendance **Staff Responsible for Monitoring:** Human Resources	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 8: Teachers meet in professional learning communities to refine instructional practices, review data, determine student interventions, discuss solutions to social and behavioral concerns, and cross-curricular planning.

Evaluation Data Sources: Meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Content teams will meet at least twice weekly to discuss instructional practices, strategies, data protocols, interventions, and enrichment all focused student success and growth. These content teams are led by CIA leaders that participate as a member of the district PK-12 vertical alignment team. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Teachers/Academic Dean/Counselors/AP's				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Content teams meet twice a week to discuss solutions to behavioral concerns, social concerns, SEL lessons, vertical alignment or common interdisciplinary strategies to be used in the classroom. **Strategy's Expected Result/Impact:** Student success; Increased communication **Staff Responsible for Monitoring:** Teachers/Academic Dean/AP's/Counselor's				

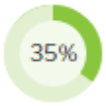
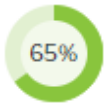
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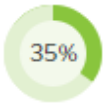
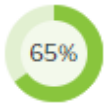
Goal 1: BHMS North will provide curriculum, instruction, and assessments that facilitates learning for all students with a focus on growth for every child.

Performance Objective 9: Teachers will provide instruction with online assessment tools that have technology-enhanced items like the new STAAR assessment consistently to prepare students.

Evaluation Data Sources: Printed reports from programs; minutes from PLC planning; Instructional Rounds reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Social studies teachers will utilize the IXL program with students in all grade levels. **Strategy's Expected Result/Impact:** Student Success **Staff Responsible for Monitoring:** Teachers; Admin Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math teachers will utilize the Imagine Math program with students in all grade levels. **Strategy's Expected Result/Impact:** Student Success **Staff Responsible for Monitoring:** Teachers; Admin Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus Instructional Coaches will research programs that support the format of the new STAAR assessment, align to essential standards, and support classroom instructional practices. **Strategy's Expected Result/Impact:** Student Success **Staff Responsible for Monitoring:** Academic Dean; IC's				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: BHMS North will provide a safe, disciplined and healthy environment with all students "plugged-in".

Performance Objective 1: BHMS North will address the needs of the whole child by supporting their social and emotional needs and create an environment with 100% of our students "plugged-in".

Evaluation Data Sources: SEL Advisory Curriculum; District Website

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development in social and emotional learning and support will be provided for staff members. **Strategy's Expected Result/Impact:** Training in SEL for staff occurs **Staff Responsible for Monitoring:** District Admin; Campus Admin	35%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize, and further develop, the PBIS system for behavioral intervention. **Strategy's Expected Result/Impact:** Decreased behavioral issues; Decreased discipline referrals **Staff Responsible for Monitoring:** PBIS Team; AP's; Principal	50%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: PASS program will be implemented this year to help with students that have consistent behavioral issues that are disrupting their own learning environment and others. **Strategy's Expected Result/Impact:** Education of social behaviors to students; Decreased behavioral issues **Staff Responsible for Monitoring:** PASS instructor; AP	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Install and implement the Tardy Kiosk system. Consistency will be the key to effectiveness. **Strategy's Expected Result/Impact:** Increased instructional time; Less tardies **Staff Responsible for Monitoring:** AP's; Teachers	100%	100%	100%	

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Goal 2: BHMS North will provide a safe, disciplined and healthy environment with all students "plugged-in".

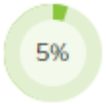
Performance Objective 2: Programs will be put in to place to promote health and safety.

Evaluation Data Sources: Meeting minutes; training records; sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Random drug testing will occur. **Strategy's Expected Result/Impact:** Decreased drug use; Increased interventions for students in need **Staff Responsible for Monitoring:** DAEP Principal and AP's				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The new RAPTOR system will be used for regularly scheduled drills and teachers will become effective in the use of the new APP. **Strategy's Expected Result/Impact:** Increased safety **Staff Responsible for Monitoring:** Principal; Technology				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Scope and sequence of abstinence-based sex education will be implemented in grades 6 & 7. **Strategy's Expected Result/Impact:** 6th & 7th graders gain knowledge to make good decisions **Staff Responsible for Monitoring:** District and Campus Nurse; Social Worker; Counselors; Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Vision and hearing screening is provided to 7th grade. **Strategy's Expected Result/Impact:** Data is collected and available to parent; Parents are called to ensure they are informed of any problems **Staff Responsible for Monitoring:** School Nurse				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All staff members complete SAFE Schools training at the beginning of each year. **Strategy's Expected Result/Impact:** Knowledge of laws and safety protocols **Staff Responsible for Monitoring:** Human Resources	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize the security cameras throughout the school. **Strategy's Expected Result/Impact:** Cameras used to identify situations of concern **Staff Responsible for Monitoring:** AP's; Campus Officer; Principal	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize the Vape sensors and APP to identify students using vapes in the restrooms. **Strategy's Expected Result/Impact:** Reduce use of youth usage of vapes **Staff Responsible for Monitoring:** AP's; Campus officer; Principal	100%	100%	100%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize the "Stop It" program to identify bullying and threatening behavior. **Strategy's Expected Result/Impact:** Anonymously reports suspicious behavior **Staff Responsible for Monitoring:** Counselors; AP's; Safe Schools Coordinator; Technology	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: BHMS North will provide a positive school-community relationship to support student success.

Performance Objective 1: Departmental teams will communicate positively with 100% of the students on their team.

Evaluation Data Sources: Communication logs from teams

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Active participation in weekly PLC meetings is expected of all teachers. **Strategy's Expected Result/Impact:** Minutes of meetings **Staff Responsible for Monitoring:** Counselor ; AP; PLC Leader	35%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All staff members will participate in making positive phone calls home until 100% of the students on the team have received a positive phone call. **Strategy's Expected Result/Impact:** Phone logs; Relationships with parents **Staff Responsible for Monitoring:** Counselor; AP; Team Leader	35%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Parents will be provided with information to assist them in supporting their child's success through progress reports, parent conferences, state assessment reports, and other data and personal reporting methods. **Strategy's Expected Result/Impact:** Increased student success **Staff Responsible for Monitoring:** Admin and Teachers	35%	65%		

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Goal 3: BHMS North will provide a positive school-community relationship to support student success.

Performance Objective 2: All parents will participate in one or more school activities, organizations, training, meetings, and/or parent conferences.

Evaluation Data Sources: Sign-in sheets at campus activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A wide variety of school activities will be offered to facilitate a positive home/school connection. Events will be communicated through Parent Square, Skyward, Newsletters; Websites; marquees, etc. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Eagle Launch and Open House will occur inviting parents to build relationships between home/school. These events will be communicated through the calendar of events, emails, and the campus web page. **Strategy's Expected Result/Impact:** Increased relationships between home/school; Increased student success; Increase interest in parent involvement **Staff Responsible for Monitoring:** Campus admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Parent volunteer opportunities will be encouraged when COVID protocols are not in place. **Strategy's Expected Result/Impact:** Increased parent volunteers on campus **Staff Responsible for Monitoring:** Counselors; Principal				

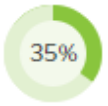
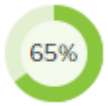
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Goal 3: BHMS North will provide a positive school-community relationship to support student success.

Performance Objective 3: BHMS North will communicate with family and community in a variety of ways including phone; mail, zoom, text via Remind, email, and campus web pages.

Evaluation Data Sources: Records of phone logs; emails; remind; zoom recordings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All parents will receive electronic versions of progress reports and report cards. **Strategy's Expected Result/Impact:** Parent Awareness **Staff Responsible for Monitoring:** Registrar; Academic Dean				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All families receive electronic versions of our weekly Family Dares that support the SEL program we do in school. **Strategy's Expected Result/Impact:** Students and parents increase family time **Staff Responsible for Monitoring:** Safe Schools Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: BHMS North will retain a qualified and diverse staff that is prepared to support district and campus goals.

Performance Objective 1: Provide professional development to the teachers to facilitate an increase in the number of students that will qualify for college readiness (or the Masters level on STAAR).

Evaluation Data Sources: PD records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All core teachers on campus will be provided the 30 hour GT training within the first year of employment. **Strategy's Expected Result/Impact:** Training; Higher level of instruction; Increased student achievement **Staff Responsible for Monitoring:** District PD dept; Teachers; Principal	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers that teach Pre-AP classes will have received appropriate College Board Training. **Strategy's Expected Result/Impact:** Trainings are monitored and attended **Staff Responsible for Monitoring:** Academic Dean; Teachers	100%	100%	100%	

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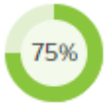
Goal 4: BHMS North will retain a qualified and diverse staff that is prepared to support district and campus goals.

Performance Objective 2: Professional development will be provided to staff members based on district "focus areas" and campus needs.

Evaluation Data Sources: Data Analysis; District required PD list

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas. **Strategy's Expected Result/Impact:** Training occurs; Student achievement increases **Staff Responsible for Monitoring:** District CIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD) **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** SPD district staff; Academic dean; Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide assistance to all teachers to allow various opportunities for online testing. **Strategy's Expected Result/Impact:** Increased use of online tools; increased achievement of online testing **Staff Responsible for Monitoring:** Test Coordinator (District and Campus); Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training on instructional supports for paraprofessionals working with special education students. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** SPD dept; Teachers; Aides				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All campus ELA teachers will be provided ESL training and become ESL certified within the first year of employment. **Strategy's Expected Result/Impact:** ESL strategies used; Increased Lang Proficiency **Staff Responsible for Monitoring:** LPAC; Principal; Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Professional development on social emotional learning and support will be provided for staff members. **Strategy's Expected Result/Impact:** SEL Training; Support for staff **Staff Responsible for Monitoring:** District level admin; Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Barbers Hill Independent School District

Barbers Hill Middle School South

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Our mission is to educate, equip, and encourage students to become responsible and productive citizens of society.

Vision

Barbers Hill Middle School South is committed to providing a tradition of excellence to facilitate students reaching their highest potential.

Value Statement

Barbers Hill Middle School South faculty and staff provide learning experiences, both academically and socially/emotionally to empower students to internalize the following value statement they repeat each day:

"Today, I will do my best to be my best. I will strive for excellence in every area of life. Greatness is within me, and success is my destiny."

Barbers Hill Middle School South faculty and students participate in a Character Strong class period every Monday in order to implement the Character Strong Social-Emotional Learning curriculum.

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Goals

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 1: STAAR Reading goals are to increase performance to the following:

7th Reading:
Approaches: All 90%/EcoDis 85%/SPED 57%

Meets: All 70%/EcoDis 33%/SPED 19%

Masters: All 50%/EcoDis 33%/SPED 19%

8th Reading:
Approaches: All 100%/EcoDis 95%/SPED 70%

Meets: All 70%/EcoDis 33%/SPED 19%

Masters: All 50%/EcoDis 33%/SPED 19%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with ELA department PLCs once a week to discuss best practices, data, SEL, and new item types. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps and pacing calendars for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Refer to Essential Standards when planning in Content PLCs. Follow the Year at a Glance and insure alignment with Middle School North. **Strategy's Expected Result/Impact:** Quality lesson plans Communication Improved instruction Increased scores on state assessments **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, EBs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Utilize rubrics, peer editing, and revising in planned writing activities. Provide numerous opportunities for students to write with a purpose. Use graphic organizers to enhance learning. Provide and train SPED and EBs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable). **Strategy's Expected Result/Impact:** Improved primary instruction Increased learning such as critical thinking/writing Writing Portfolios **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. Use SLO goal data to track student growth. Students will track their own data and growth using individual data trackers. **Strategy's Expected Result/Impact:** Observation data Teacher reflection Determine which students need intervention/enrichment Increased scores on CBAs, benchmark, and STAAR **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 7th ELAR classrooms focusing on STAAR, IStation, CBA's, CFA's, and benchmark data. Provide tutorials before school and afterschool MASH as needed. Provide remediated instruction for STAAR failures from 2022 with Reading Lab classes. Provide targeted intervention based on Benchmarks and classwork. Implement SOAR with team/department to address academic and behavioral issues. **Strategy's Expected Result/Impact:** Improvement in overall student scores with emphasis on improvement in student groups (sub pops). **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and EBs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies for all students with a concentration on SPED and EB students. **Strategy's Expected Result/Impact:** Improved student learning Enhanced/effective teaching strategies Certificates of completion/sign in sheets **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	55%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 2: STAAR Math goals are to increase performance to the following:

7th Math:
Approaches: All 90%/EcoDis 85%/SPED 70%

Meets: All 70%/EcoDis 60%/SPED 20%

Masters: All 50%/EcoDis 30%/SPED 10%

8th Math:
Approaches: All 100%/EcoDis 85%/SPED 70%

Meets: All 90%/EcoDis 60%/SPED 30%

Masters: All 40%/EcoDis 30%/SPED 15%

Algebra 1:
Approaches: All 100%

Meets: All 100%

Masters: All 100%

Evaluation Data Sources: 8th Grade Masters percentage remains at 40% to account for the impact of removing all Honors students from the statistics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with department PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Teachers will regularly meet cross-campus to share best practices and analyze data. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Refer to Essential Standards when planning in Content PLCs. Follow the Year at a Glance and insure alignment with Middle School North. **Strategy's Expected Result/Impact:** Quality lesson plans Observation data Communication Improved instruction Increased scores on state assessments **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, EBs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Implement core content vocabulary Incorporate common writing processes in the math content area to support writing strategies in ELAR (critical writing). Utilize a variety of chrome book applications to enhance lessons/instruction and engage students in learning. Provide daily focus to review TEKS that were not mastered on CBAs, reinforce new learning, or to check for mastery. 7th grade math will continue with block scheduling and an intervention/enrichment plan to meet Every Name, Every Need. Provide and train SPED and EBs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable). **Strategy's Expected Result/Impact:** Improved instruction Quality lesson plans Observation data Assessments/grades Communication **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. Use SLO goal data to track student growth. Students track their growth on unit tests and CBAs by predicting a score beforehand and comparing their actual score to the prediction afterwards. **Strategy's Expected Result/Impact:** Lesson plans Observation data Eduphoria data Pass/fail data Attendance data IStation data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 7th Math classrooms focusing on STAAR, IStation, CBA, and benchmark data. Provide tutorials before school and after school MASH as needed. Provide remediated instruction for STAAR failures from 2022 with a Math Lab class in 8th grade. Implementation of Maneuvering the Middle for grades 7-8 and Algebra I. Implement SOAR with team/department to address academic and behavioral issues. **Strategy's Expected Result/Impact:** Intervention plan Observation data Communication Eduphoria data IStation data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and EBs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EB, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies for all students with a concentration on SPED, EB, and EDA students. Seek professional development on "best practices" writing strategies for content areas other than ELAR. Seek professional development on implementing technology in the classroom on a regular basis. **Strategy's Expected Result/Impact:** Improved student learning Enhanced/effective teaching strategies Certificates of completion/sign in sheets **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 3: STAAR Science goals are to increase performance to the following:

8th Science:
Approaches: All 97%/EcoDis 95%/SPED 65%

Meets: All 85%/EcoDis 70%/SPED 50%

Masters: All 60%/EcoDis 40%/SPED 10%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with department PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. **Strategy's Expected Result/Impact:** Quality lesson plans Communication Improved instruction Increased scores on state assessments **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, ELs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Incorporate common writing processes in the science content area to support writing strategies in ELAR (critical writing). Incorporate content reading strategies through cross-curricular passages. Utliize labs at least 40% to improve familiarity with lab procedures, equipment, and science concepts as safety measures allow. Utilize Edusmart, NearPod, TeacherMade, EdPuzzle, Quizizz, Quizlet, ScienceDuo, Kesler Science, white boards, and panels to enhance instruction. Create and execute tin class STAAR review in April 2023 ensuring they are TEKS based and engaging for students. Collaborate with teachers to discuss best practices. Provide and train SPED and EBs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable). **Strategy's Expected Result/Impact:** Improved instruction Quality lesson plans Observation data Assessments/grades Communication **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, Benchmark, and Interim Assessment data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. CBAs will be redesigned to align with the new STAAR item-type questions. Use SLO goal data (teacher and student data charts) to track student growth. **Strategy's Expected Result/Impact:** Observation data Eduphoria data Pass/fail data Attendance data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	55%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, Unit Tests, CBA, Benchmark, and Interim Assessment data. Develop and implement a plan for 8th grade Enrichment based on classroom assessements, CBAs, STAAR, benchmark, and Interim Assessment data. Provide tutorials before school and afterschool MASH as needed. Implement SOAR with team/department to address academic and behavioral issues. **Strategy's Expected Result/Impact:** Intervention plan Observation data Communication Eduphoria data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and EBs). Participate in Honors training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EB, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies, such as CER, for all students with a concentration on SPED and EB students. **Strategy's Expected Result/Impact:** Improved student learning Enhanced/effective teaching strategies Certificates of completion/sign in sheets **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 4: STAAR Social Studies goals are to increase performance to the following:

8th Social Studies:
Approaches: All 90%/EcoDis 80%/SPED 50%

Meets: All 75%/EcoDis 68%/SPED 55%/LEP 50%

Masters: All 50%/EcoDis 30%/SPED 20%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with department PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Teachers will communicate to discuss CBAs and to share best practices and analyze data. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Make adjustments as needed on the STAAR Review and implementation in the spring. Plan for and provide weekly TEKS based materials for 8th grade SS enrichment. **Strategy's Expected Result/Impact:** Quality lesson plans Communication Improved instruction Increased scores on state assessments Student growth **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, EBs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Implement core content vocabulary. Incorporate a common writing process and writing critically in the social studies content area to support writing strategies in ELAR (critical writing) such as CER. Incorporate reading strategies into class instruction to support the district reading instructional focus. Incorporate novels and/or primary source documents and excerpts into 7th and 8th grade classes that will also support reading comprehension and literacy. Focus on social studies themes among all grade levels to promote vertical alignment. Create and execute stations for in classroom STAAR Review in April 2023 ensuring they are TEKS based and engaging for students. Provide and train SPED and EBs with tools such as supplemental aides, graphic organizers, other instructional tools, new item types, and online testing (as applicable). **Strategy's Expected Result/Impact:** Quality lesson plans Communication Improved instruction Increased scores on state assessments **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps, district identified Essential Standards, and STAAR readiness and supporting standards. Teach students to monitor their own progress using tracking charts. Use SLO goal data to track student growth. **Strategy's Expected Result/Impact:** Observation data Eduphoria data Pass/fail data Attendance data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	55%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 7th ELAR classrooms focusing on STAAR, IStation, CBA, and benchmark data. Provide tutorials before school and afterschool MASH as needed. Implement SOAR with team/department to address academic and behavioral issues. **Strategy's Expected Result/Impact:** Intervention plan Observation data Eduphoria data Pass/fail data Attendance data **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and EBs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district (Teach Like a Champion, Fundamental 5, Talk Read, Talk Write, Emotional Poverty, etc.). Seek professional development on writing strategies for all students with a concentration on SPED and EB students. **Strategy's Expected Result/Impact:** Improved student learning Enhanced/effective teaching strategies Certificates of completion/sign in sheets **Staff Responsible for Monitoring:** Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The campus will maintain a safe, disciplined, and responsive environment so that optimal student learning may occur.

Performance Objective 1: Assist students in demonstrating pride, dedication, commitment, and the tradition of excellence in and out of the classroom via an effective discipline management system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will focus on refining our new PASS program as it continues to add an additional layer of support for students who show signs of serious behavior issues. Our PASS teacher will be a direct influence on their daily classroom behavior as well as acting as a mentor for these students. **Strategy's Expected Result/Impact:** Minimizing undesired behavior from students in and out of the classroom and thus minimizing time students spend out of the least restrictive environment. **Staff Responsible for Monitoring:** Campus Admin; Special Services Admin; PASS faculty and staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Our PBIS team will train and monitor the use of Tier I strategies with all teachers on campus. **Strategy's Expected Result/Impact:** To provide the classroom behavior structures to ensure that every classroom has the processes and procedures in place for an effective learning environment. **Staff Responsible for Monitoring:** Campus Admin; PBIS team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus will maintain a safe, disciplined, and responsive environment so that optimal student learning may occur.

Performance Objective 2: Focus on building campus culture for administration, teachers, staff, and students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a dedicated block of time each week for SEL learning as well as providing the curriculum for this instructional time (Character Strong). **Strategy's Expected Result/Impact:** Increase students knowledge and awareness of how their Social and Emotional health impacts their learning. **Staff Responsible for Monitoring:** District Admin; Campus Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Professional development in social and emotional learning and support will be provided for staff members. **Strategy's Expected Result/Impact:** Training in SEL for staff occurs **Staff Responsible for Monitoring:** District Admin; Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus will maintain a safe, disciplined, and responsive environment so that optimal student learning may occur.

Performance Objective 3:
Provide regularly occurring safety drills and staff training to ensure student/employee safety.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Full implementation of the new Raptor system will ensure that every student is accounted for at all times. This includes drills of all types as well as real-life scenarios and reunification strategies. **Strategy's Expected Result/Impact:** Safe learning environment for all students and staff. **Staff Responsible for Monitoring:** District Admin; Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: A positive school-community relationship will support student success.

Performance Objective 1: Encourage all parents to participate in one or more school activities, organizations, meetings, and/or parent conferences.

Goal 3: A positive school-community relationship will support student success.

Performance Objective 2:
BHMS South will communicate with family and community in a variety of ways including phone, google classroom,ParentSquare/StudentSquare, email, mail, and campus web pages.

Evaluation Data Sources: Record of phone calls, emails, google classroom interactions, and emails.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents will receive copies of their students report card via Skyward. **Strategy's Expected Result/Impact:** Build relationships between parents and teachers to ensure student participation and success. **Staff Responsible for Monitoring:** Registrar, Academic Dean				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will receive periodic updates from the Campus Prinicipal **Strategy's Expected Result/Impact:** To improve communication between school officials and parents as well as keep parents informed on events happening on school grounds. **Staff Responsible for Monitoring:** Campus Principal, Academic Dean				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 1: Attendance will continue to be a focus and additional supports will be put into place to increase attendance for all students.

Evaluation Data Sources: Attendance rates as provided by the Campus Attendance Clerk

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance incentives will be offered each six weeks for those students with perfect attendance. **Strategy's Expected Result/Impact:** Increased motivation to come to school. **Staff Responsible for Monitoring:** Attendance Clerk, Campus Admin	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 2: Provide quality staff professional development to assist teachers in acquiring knowledge, mastering skills, and capitalizing on talents necessary to maximize student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas. **Strategy's Expected Result/Impact:** Training occurs; Student achievement increases **Staff Responsible for Monitoring:** District CIA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD) **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** SPD district staff; Academic dean; Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional development on social emotional learning and support will be provided for staff members. **Strategy's Expected Result/Impact:** SEL Training; Support for staff **Staff Responsible for Monitoring:** District level admin; Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 3: Strengthen classroom instruction via observations by administration (T-TESS) and collaborative planning within grade level PLCs to enhance the variety of methods used to master objectives and facilitate learning throughout the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and implement a schedule for Campus Admin to visit each academic PLC during the school year. **Strategy's Expected Result/Impact:** To increase productivity and structure in Academic PLC's. **Staff Responsible for Monitoring:** Campus Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Design and implement a schedule for campus admin to make structured yet informal visits to designated curriculum groups each six weeks. **Strategy's Expected Result/Impact:** To increase visibilty in the classroom which increases support for the staff, increases positive student behavior, and improves climate and culture. **Staff Responsible for Monitoring:** Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology implementation will strengthen and inspire student learning.

Performance Objective 1: Technology implementation will increase through the collaboration of the campus technology instructor, the campus technology specialist, and the professional development of teachers/aides in the area of technology.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training for our new classroom technology monitoring system will be provided during PLC's. **Strategy's Expected Result/Impact:** Increase in student focus and positive learning environment. **Staff Responsible for Monitoring:** Campus IC's, Campus Instructional Technologist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology implementation will strengthen and inspire student learning.

Performance Objective 2: A 21st century learning environment will be promoted and supported that inspires learning and creativity as well as providing differentiation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers assigments will begin to based on a google classroom system as opposed to the traditional "pencil and paper." **Strategy's Expected Result/Impact:** Become more aligned with the on-line layout of the STAAR test. Look and feel similar to the tech based world our students live in. Make differentiation and grading more efficient. **Staff Responsible for Monitoring:** District Technology dept., Academic Dean, Campus Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Barbers Hill Independent School District

Barbers Hill High School

2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

We empower, support, and inspire our students to achieve academic success and to pursue excellence in every aspect of life.

Vision

The faculty and staff of Barbers Hill High School will:

- Provide a secure learning environment and foster a climate of respect and compassion with a heart for service.
- Strive to inspire students through student-centered learning experiences that are relevant, differentiated, and lead to lifelong learning.
- Provide a guaranteed and viable curriculum- horizontally and vertically aligned- to promote purposeful and rigorous learning opportunities.
- Communicate with staff, parents, students, and the community in an open, honest, and respectful manner.
- Foster professionalism and supportive relationships among collaborative teams that encourage growth.
- Work together to achieve our mission by modeling integrity and maintaining a high standard of excellence.
- Exemplify positive, supportive, and consistent leadership in the classroom, the school, and in the community.
- Set high standards and attainable goals that will foster all stakeholder's accountability for continual growth.

Value Statement

E	**Excellence**	**P**	**Passion**
A	Accountability	**R**	Reflection
G	Grace	**I**	Integrity
L	Loyalty	**D**	Determination
E	Engagement	**E**	Enthusiasm

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Goals

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 1: 90% or more of all students and each student group will achieve the Approaches Grade Level performance standards on all state assessments.

70% or more of all students and each student group will achieve the Meets Grade Level performance standards on all state assessments.

50% or more of all students and each student group will achieve the Masters Grade Level performance standards on all state assessments.

Evaluation Data Sources: English, Math, Science, and Social Studies Curriculum-Based Assessments, Benchmarks, and STAAR EOC Assessments.

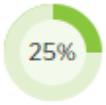
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All student groups will be carefully monitored with Domain 3 - Closing the Gaps for each curriculum based assessment with particular attention to EBs, economically disadvantaged, and special education students. **Strategy's Expected Result/Impact:** Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Team Leads, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Design a comprehensive review, remediation, and enrichment program for STAAR EOC testers based on Benchmark, CBA and previous EOC data for all students and student groups. **Strategy's Expected Result/Impact:** Improved student performance on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, and US History. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Team Leads, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maximize our time during flex period in order to take advantage of tutorials during the school day and targeted intervention for accelerated instruction for all EOC re-testers and monitor using the Edficiency program. **Strategy's Expected Result/Impact:** Increased student performance on EOC tests. **Staff Responsible for Monitoring:** Administration, Technology IC, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Edficiency - Technology Budget - $7,200				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Flex scheduling will provide opportunities for student's academic growth and social emotional wellbeing with the weekly inclusion of SEL lessons. **Strategy's Expected Result/Impact:** Increase in Meets and Masters Grade Level performance. **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize an English tutor for the students in English 3 that have not yet met standard on English 1 and/or 2 EOCs to help fill gaps and provide targeted intervention. **Strategy's Expected Result/Impact:** Improved STAAR scores and increased progress measures **Staff Responsible for Monitoring:** Administration, English IC, English teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** English Tutor - State Comp Funds - $3,200				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Schedule Special Education students so that effective, timely, and on-going Inclusion Support is provided through a Co-Teach model. **Strategy's Expected Result/Impact:** Improved academic performance of special education students on all assessments including STAAR EOC. **Staff Responsible for Monitoring:** Administration, Special Education IC, Case Managers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Ensure that all Special Education/504/EB students have access to, are taught how to use, and are provided opportunities to utilize supplemental aides during classroom instruction, when taking summative/formative classroom assessments, and when taking state tests. **Strategy's Expected Result/Impact:** Improved academic performance of targeted student groups on all assessments, including STAAR EOC. Differentiated Instruction Documentation of Supplemental Aid use **Staff Responsible for Monitoring:** All Teachers, Academic Dean of Testing **Title I:** 2.4, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Consistently use Summit K12's online, standards-based supplemental curriculum to close gaps and ensure growth for EB students. **Strategy's Expected Result/Impact:** Improved language acquisition and improved performance on campus, district, and state assessments. **Staff Responsible for Monitoring:** Dean of Testing, LPAC Administrator, Administration, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Ensure all BHHS English teachers are trained in language acquisition (sheltered instruction) and are ESL certified. **Strategy's Expected Result/Impact:** Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments. **Staff Responsible for Monitoring:** Campus LPAC Administrator Administrators, English IC, English Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will continuously engage in the Fundamental Five to maximize instructional efforts; Administrators will conduct "Eagle Walks" each week and provide feedback to teachers on the Fundamental Five. **Strategy's Expected Result/Impact:** Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. Improved performance on STAAR EOC, AP, SAT, ACT **Staff Responsible for Monitoring:** Administrators, Instructional Coache, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Core teachers meet daily in professional learning communities to collaboratively design TEKS-based lessons, share and model best practices, data analysis (common assessments, CBA, Benchmark, STAAR, AP, six weeks passing rates), and to review the progress of campus and department goals. **Strategy's Expected Result/Impact:** Improved literacy skills for all students as demonstrated by improved EOC, AP, PSAT, SAT, ACT, and TSI scores. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Team Leads, Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Implement the new BHISD Grading Guidelines to ensure grading practices support learning. **Strategy's Expected Result/Impact:** Reduction in course failure rates. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals. Improved performance on STAAR, EOC, AP, SAT, ACT. **Staff Responsible for Monitoring:** Administration, Teachers				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Engage students in critical thinking and writing using advanced instructional strategies and questioning strategies such as Depth of Knowledge, STAAR Levels of Questions, and Socratic Seminars. **Strategy's Expected Result/Impact:** Improved literacy skills for all students as demonstrated by improved EOC, AP, PSAT, SAT, ACT, and TSIA 2 scores. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. Lesson Plan Review Observation Data **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: All honors and AP teachers will receive the required training annually (six hour updates by the end of the year and 30 hour initials by December for a teacher new to the course) **Strategy's Expected Result/Impact:** Increase Meets and Masters Grade Level performance as well as Advanced Placement scores of 3's, 4's, and 5's. **Staff Responsible for Monitoring:** Director of Program & Curriculum Integration Associate Principal				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Digital software will be evaluated annually to determine which softwares enhance our instruction and maximize impact without paying for duplicate softwares. **Strategy's Expected Result/Impact:** Increased engagement and consistency in usage to support learning and positive learning outcomes. **Staff Responsible for Monitoring:** Technology department, curriculum department, instructional technology coach, ICs, Associate Principal	0%			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: EB, ED and SE populations continue to struggle with significant gaps in achievement compared to the "all student" results. **Root Cause**: Special Education students' progress is monitored by growth on individualized skills that may not be on-level due to the students' specific needs. Economically Disadvantaged and Emergent Bilinugals have not been as closely monitored at this time.

Student Achievement
Problem Statement 1: EB, ED and SE populations continue to struggle with significant gaps in achievement compared to the "all student" results. **Root Cause**: Special Education students' progress is monitored by growth on individualized skills that may not be on-level due to the students' specific needs. Economically Disadvantaged and Emergent Bilinugals have not been as closely monitored at this time.

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 2: Increase the percentage of students who meet or exceed their projected STAAR Progress Measure.

Evaluation Data Sources: English and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators guide teachers in setting goals and developing strategies to help all students achieve greater than expected growth. **Strategy's Expected Result/Impact:** Increased percentage of students meeting and exceeding the STAAR Progress Measure. **Staff Responsible for Monitoring:** Administration Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will set individual goals related to their academic progress with their teachers. **Strategy's Expected Result/Impact:** Increased percentage of students meeting and exceeding the STAAR Progress Measure. **Staff Responsible for Monitoring:** Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data protocols will be provided and implemented to monitor student progress related to the Approaches, Meets, and Masters grade level performance levels. **Strategy's Expected Result/Impact:** Increased data analysis and student achievement. **Staff Responsible for Monitoring:** Administration, ICs, Team Leads, Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Intentional use of Frequent, Small Group, Purposeful Talk and Writing Critically will support student engagement and improved student learning outcomes. **Strategy's Expected Result/Impact:** Increased scores and progress **Staff Responsible for Monitoring:** Administration, ICs, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Data tracking tools will be utilized in PLCs to monitor student acheivement throughout the year. **Strategy's Expected Result/Impact:** With virtual data walls, no student will go backwards without intervention and targeted support. **Staff Responsible for Monitoring:** Administration, ICs, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 3: The BHHS attendance rate will be at least 96% and all students will meet attendance requirements.

Evaluation Data Sources: Attendance reports each six weeks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance2Attendance will be implemented to provide ongoing tracking of student attendance and increase communication to home and school regarding attendance. **Strategy's Expected Result/Impact:** Increase in attendance rate. **Staff Responsible for Monitoring:** Administration and Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will be called by the attendance clerk when students are absent. **Strategy's Expected Result/Impact:** Improved communication and relational capacity to show the importance of attendance **Staff Responsible for Monitoring:** Administration and Attendance Clerks				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Assistant Principals will hold attendance hearings for students with chronic absentee patterns. **Staff Responsible for Monitoring:** Campus Principal Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus Principal will highlight the importance of attendance in newsletters and other communication avenues. **Staff Responsible for Monitoring:** Campus Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All Barbers Hill High School students will graduate college, career, or military ready.

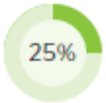
Performance Objective 1: Provide teacher professional development for and monitor completion of students who are meeting the college, career, or military readiness requirements.

Evaluation Data Sources: Number of students receiving CCMR credit in the state accountability system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify students with AP Potential from teacher recommendations, AP Potential report, PSAT 8/9, PSAT/ NMSQT, and STAAR data. **Strategy's Expected Result/Impact:** Increased AP participation and performance. Increase in masters grade level EOC scores. **Staff Responsible for Monitoring:** Dean of Instruction Instructional Coaches Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will participate in AP/PAP/DC training. All current AP/PAP/DC teachers will participate in the appropriate advanced academics training to be compliant with district training requirements. **Strategy's Expected Result/Impact:** Increased AP participation and performance. Increase in masters grade level EOC scores. **Staff Responsible for Monitoring:** Coordinator for Advanced Academics Principal Dean of Instruction Instructional Coaches Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer additional AP and CTE course offerings. **Strategy's Expected Result/Impact:** Increased AP participation and performance and Increase in masters grade level EOC scores. Increased enrollment in CTE classes and Increase in the number of certifications earned. **Staff Responsible for Monitoring:** Administration, CTE cooridnators, AP Teachers, CTE teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize CollegeBoard student performance reports to identify and correct weaknesses in our instructional program. **Strategy's Expected Result/Impact:** Increased AP participation and performance. Increase in masters grade level EOC scores. **Staff Responsible for Monitoring:** AP Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide SAT and TSIA 2.0 training and resources for Instructional Coaches, English, and Math teachers. **Strategy's Expected Result/Impact:** Increased SAT overall and subject area performance scores. **Staff Responsible for Monitoring:** Principal Dean of Instruction Department Administrators Mathematics Teachers English Teachers Curriculum Coordinators Instructional Coaches				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teacher training will be provided in courses that lead to student certifications. **Strategy's Expected Result/Impact:** Training will be offered and attended as needed. **Staff Responsible for Monitoring:** Director of Program and Curriculum Integration CTE Coordinator				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The failure rate of students in CTE courses will be tracked each six weeks and student remediation will occur as needed. **Strategy's Expected Result/Impact:** Increased completion rate of CTE students. **Staff Responsible for Monitoring:** CTE Coordinator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Monitor the progression of students meeting college, career, and military readiness indicators and provide opportunities when appropriate to meet CCMR criteria. **Strategy's Expected Result/Impact:** Increase the number of students meeting CCMR accountability indicators. **Staff Responsible for Monitoring:** Kari Sager College and Career Counselor Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All Barbers Hill High School students will graduate college, career, or military ready.

Performance Objective 2: Provide multiple assessments opportunities for students to demonstrate college, career, or military readiness.

Evaluation Data Sources: Number of students participating in college, career, or military readiness assessments with satisfactory performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide students in grades 9-11 with the opportunity to take the PSAT test at no expense to the student during the regular school day. 9th graders will be included if they have any honors course, all 10th graders will be included, and 11th graders that had accelerated math in the middle school will be included in the schoolday administration of the PSAT. **Strategy's Expected Result/Impact:** Measure readiness for college, access scholarships, and practice for the SAT. **Staff Responsible for Monitoring:** Director of Program and Curriculum Integration Dean of Testing	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students in grade 11 with the opportunity to take the SAT test at no expense to the student during the regular school day. **Strategy's Expected Result/Impact:** Measure readiness for college and access scholarships. **Staff Responsible for Monitoring:** Director of Program and Curriculum Integration Dean of Testing	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer and provide SAT and PSAT course preparation to students in grades 9-12. The following individual groups will receive test prep at no cost from the school: Select Academic Team Open Doors Team (Title 4 Student Group) **Strategy's Expected Result/Impact:** Increased SAT overall and subject area performance scores. **Staff Responsible for Monitoring:** Coordinator of State and Federal Funding Curriculum Coordinators Director of Program Integration Administration Select Academic Team Sponsor Open Doors Team Sponsor	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Administer TSIA 2.0 in the fall to seniors not making progress on meeting CCMR criteria and again in the Spring for DC kids trying to qualify for fall courses, exiting seniors that need it for college placement purposes, and to support CCMR needs. **Strategy's Expected Result/Impact:** Increase in students meeting CCMR criteria. **Staff Responsible for Monitoring:** College and Career Counselor Counselors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Administer AP exams for students enrolled in AP courses. **Staff Responsible for Monitoring:** Director of Program and Curriculum Integration College and Career Counselor AP Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The ASVAB will be administered annually. **Strategy's Expected Result/Impact:** Increase in students meeting CCMR criteria. **Staff Responsible for Monitoring:** College and Career Counselor				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Increase the number of students certified in specific areas related to workforce development in the CTE department. **Strategy's Expected Result/Impact:** Continued increase in the number of CTE certifications earned and completed pathways within courses of study. **Staff Responsible for Monitoring:** CTE Coordinator, CTE teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All Barbers Hill High School students will graduate college, career, or military ready.

Performance Objective 3: Initiate courses and/or programs based on student interests and needs that allow for successful and equitable access to college, career, and military readiness activities.

Evaluation Data Sources: Course offerings and participation data.

Strategy 1 Details	Reviews			
Strategy 1: CTE course offerings will be aligned to current industry standards.	Formative			Summative
Strategy's Expected Result/Impact: Increased course offerings.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: CTE Coordinator	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: A coherent sequence of courses will be offered that lead to an endorsement and/or certification.	Formative			Summative
Strategy's Expected Result/Impact: Course offerings are monitored.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: CTE Coordinator	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Provide the necessary hardware/software/basic supplies for the CTE courses.	Formative			Summative
Strategy's Expected Result/Impact: Meet requirements for all course offerings.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: CTE Coordinator Director of Technology **Funding Sources:** Additional equipment - CTE Budget	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue the focus of expanding certification opportunities for CTE students. **Strategy's Expected Result/Impact:** Expansion of CTE certification opportunities **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers Principal Dean of Instruction College and Career Counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Collaborate with Lee College, CMEF, and local industry to meet the needs of a community workforce program, and seek funding sources for training equipment. **Strategy's Expected Result/Impact:** Increase enrollment in CTE courses. Increase the number of licenses and/or certifications earned by students enrolled in CTE courses. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase participation and quality of the STEM, Health Science, Ag, A/V Technology, Construction, and Business programs. **Strategy's Expected Result/Impact:** Increase enrollment in CTE courses. Increase the number of licenses and/or certifications earned by students enrolled in CTE courses. CTE curriculum documents are developed. **Staff Responsible for Monitoring:** Associate Director of Curriculum & Advanced Academics CTE Coordinator CTE Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Develop a plan to improve CTE Nontraditional Course Completion Rate for males and females. **Strategy's Expected Result/Impact:** Expansion of CTE programs and inclusion of nontraditional placements for male and female students. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use the evaluation of the CTE program conducted during the previous year to make decisions regarding the addition/deletion/revision of CTE programs for the 22-23 school year. **Strategy's Expected Result/Impact:** Increase in student enrollment in CTE courses. Increase in CTE course offerings. Completion of CTE strands. **Staff Responsible for Monitoring:** College and Career Task Force CTE Coordinator Campus Principal Lead Counselor Dean of Instruction CTE Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Support a Select Academic Team (grades 9-11) to foster and grow National Merit and AP Scholars. **Strategy's Expected Result/Impact:** Increased number of National Merit and AP Scholars. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics Dean of Instruction Select Academic Team Sponsors				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase advanced course offerings (OnRamps, AP, DC, advanced CTE, etc.) **Strategy's Expected Result/Impact:** Increased participation and performance in advanced courses. Increase in students meeting CCMR criteria. **Staff Responsible for Monitoring:** Director of Program and Curriculum Integration Dean of Instruction CTE Coordinator College and Career Counselor				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Continue the Open Doors program to identify and support underrepresented populations of students in advanced courses. **Strategy's Expected Result/Impact:** Advanced Academic courses will increase in enrollment and diversity. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum and Instruction Director of Program and Curriculum Integration State/Federal Programs Coordinator Dean of Instruction Open Doors Sponsors				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Increase the participation and quality of the Computer Science courses. **Strategy's Expected Result/Impact:** Computer Science enrollment increases, Computer Science curriculum documents are developed, AP Computer Science course is offered. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics CTE Coordinator Computer Science Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All Barbers Hill High School students will graduate college, career, or military ready.

Performance Objective 4: Promote college, career, and military readiness programs within the campuses and throughout the community.

Evaluation Data Sources: Increased enrollment and interest in college, career, and military readiness programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Career exploration activities will occur annually. **Strategy's Expected Result/Impact:** Increased awareness of opportunities in College and Career fields. **Staff Responsible for Monitoring:** CTE Coordinator College and Career Counselor Counselors	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Military recruiting agents will visit the campus. **Strategy's Expected Result/Impact:** Increased awareness and military interest. **Staff Responsible for Monitoring:** College and Career Counselor	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct an annual college fair. **Strategy's Expected Result/Impact:** Increased opportunities to students. **Staff Responsible for Monitoring:** College and Career Counselor Counselors	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate with Lee College and local industry to meet the needs of CTE programs. **Strategy's Expected Result/Impact:** Increased enrollment in CTE courses, increased number of licenses and/or certifications earned by students enrolled in CTE courses, increased number of students meeting CCMR criteria. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct an elective fair for grades 9-11 during registration that includes CTE courses and programs. **Strategy's Expected Result/Impact:** Increased enrollment in CTE courses, increased number of licenses and/or certifications earned by students enrolled in CTE courses, increased number of students meeting CCMR criteria. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct an annual career day with community partnerships. **Strategy's Expected Result/Impact:** Increase community involvement with CTE programs in our district. **Staff Responsible for Monitoring:** CTE Coordinator College and Career Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Barbers Hill High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: All parents will have at least opportunity to participate in school activities, organizations, trainings, meetings, and/or parent conferences.

Evaluation Data Sources: Meeting attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the use of Parent Square for all campus communications, along wtih Skyward Message Center, Twitter, or other platforms, such as SportsYou, to create personalized emails and phone calls/text to parents regarding important events. **Strategy's Expected Result/Impact:** Increased parent and student involvement and feedback. **Staff Responsible for Monitoring:** Campus administration Counselors Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The counseling office will offer the following services this year: Senior Parent Night Financial Aid Nights SAT/ACT Boot camp Junior Parent Night Freshman Orientation Incoming Freshman Parent Night Sophomore Parent Night Scheduling Presentations Four Year Planning Four Year Revise and Edit Endorsement Update Advanced Academics Parent Night Mentor Coordination College Applications TACRO College Night Career Fair - CTE Dual Credit TSIA 2.0 Testing TSIA 2.0 Testing for Seniors Top 10% Banquet Coffee with the Counselors Rank Dissemination New to the Nest **Strategy's Expected Result/Impact:** Increased communication, clarification, and awareness of all opportunities, requirements, and services provided by the school. **Staff Responsible for Monitoring:** Counselors Dean of Instruction Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Meet the Teacher Night and Open House will take place to invite parents into our school and to begin building postive relationships. **Strategy's Expected Result/Impact:** Increase in teacher and parent communication. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum and Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Watch D.O.G.S. program will be utilized. **Strategy's Expected Result/Impact:** Increased participation of parents on campus. **Staff Responsible for Monitoring:** Assistant Principal over Safety 9th Grade Counselor	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Parent Square will be utilized so that families can translate our communication to the language that is spoken in the home. **Strategy's Expected Result/Impact:** Improved access to important communciation and increased partnerships with parents **Staff Responsible for Monitoring:** Administration	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers will engage families in true partnerships with two way communication to support student learning and well rounded growth, including phone calls and parent conferences when needed. **Strategy's Expected Result/Impact:** Positive parent partnerships resulting in student success **Staff Responsible for Monitoring:** Teachers, Administration	0%			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: Implement PBIS Initiative at Barbers Hill High School

Evaluation Data Sources: The number of discipline referrals and student placements in ISS, DAEP, and High Point.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide multiple PBIS updates throughout the year for all high school staff. **Strategy's Expected Result/Impact:** Reduction in number of ISS, DAEP, and High Point placements. **Staff Responsible for Monitoring:** Campus Principal PBIS Administrator PBIS Team	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide on-going support for the PBIS committee to ensure effective implementation. **Strategy's Expected Result/Impact:** Reduction in number of ISS, DAEP, and High Point placements. **Staff Responsible for Monitoring:** Campus Principal PBIS Administrator PBIS Team	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide guest speakers and special presentations to encourage positive and productive decision-making. **Strategy's Expected Result/Impact:** Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals. **Staff Responsible for Monitoring:** Campus Administrators Counselors S4 Committee	0%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Share resources and information regarding the dangers of cyber bullying, dating violence, sexual harassment, and teenage tobacco/drug/alcohol use with students and parents through SEL time, Coffee with Counselors, and updates through Parent Square. **Strategy's Expected Result/Impact:** Increased awareness and understanding of problems and situations faced by high school students. **Staff Responsible for Monitoring:** Counselors Campus Administrators School Nurse				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create and display signage throughout the school and classrooms furthering behavioral expectations. **Strategy's Expected Result/Impact:** Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals. **Staff Responsible for Monitoring:** Principal PBIS Administrator PBIS Team				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use STOPit! annonymous reporting program for bullying and other threatening behavior. **Strategy's Expected Result/Impact:** Decrease in unwanted behavior across the campus. **Staff Responsible for Monitoring:** Safe Schools Coordinator Director of Technology Principal Assistant Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols. **Strategy's Expected Result/Impact:** Safety **Staff Responsible for Monitoring:** Safe Schools Coordinator Principal Assistant Principal over Safety				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: SEL lessons delivered to classes every Wednesday. **Strategy's Expected Result/Impact:** Helps students to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. Improve the school environment by increasing awareness of the struggles others may be facing. **Staff Responsible for Monitoring:** Principal Campus Administrators Counselors Social Worker Teachers SEL Task Force				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: Audits, drills, student surveys, and staff/student training will occur regularly to ensure student/employee safety.

Evaluation Data Sources: S4 meeting minutes, training records, testing documents, sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Random drug testing program will be conducted.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in drug use.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: DAEP Principal, Principal, and Principal's Secretary	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Sexual Child Abuse training will be conducted annually.	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of warning signs and procedures for reporting.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors Principal	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Counseling and School Social Worker services will be available on campus.	Formative			Summative
Strategy's Expected Result/Impact: Needs of all students will be met.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Deputy Superintendent Counselors	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: CPR training will be offered twice annually for all employees.	Formative			Summative
Strategy's Expected Result/Impact: Ability to help students/staff in need.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Lead Nurse	0%			

Strategy 5 Details	Reviews			
Strategy 5: 504 updates will occur annually and as needed.	Formative			Summative
Strategy's Expected Result/Impact: Requirements are met.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Drug and Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest)	Formative			Summative
Strategy's Expected Result/Impact: Decrease in drug and alcohol use.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Deputy Superintendent Counselors District Social Worker	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: CPR instruction will be provided to all students during their 9th grade year.	Formative			Summative
Strategy's Expected Result/Impact: Ability to help those in need. Meet state requirements.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Lead Nurse Biology Teachers	0%			

Strategy 8 Details	Reviews			
Strategy 8: SEL lessons will address dating violence prevention, bullying awareness intervention, safety, coping strategies, and respecting differences to support well rounded development and promote a safe learning environment.	Formative			Summative
Strategy's Expected Result/Impact: No incidents of dating violence.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors Safe Schools Coordinator	0%			

Strategy 9 Details	Reviews			
Strategy 9: Identify homeless students through registration and provide ongoing support throughout the school year.	Formative			Summative
Strategy's Expected Result/Impact: Identification of students and allocation of resources.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District Social Worker Counselors	100%	100%	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Support foster students and families throughout the year. **Strategy's Expected Result/Impact:** Ability to support all students in need. **Staff Responsible for Monitoring:** District Social Worker Counselors	100%	100%	100%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Raptor will be used for all safety drills so that staff can become familiar with the platform and we can identify troublespots to address proactively. **Strategy's Expected Result/Impact:** Improved communication during any safety drill or crisis. **Staff Responsible for Monitoring:** Administration	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Promote Professional Learning Communities in all departments on campus.

Evaluation Data Sources: Department and team meeting agendas, decisions, and attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a common planning period for all state tested content/grade level teams to allow for collaboration, planning, data analysis, and curriculum alignment (vertical/horizontal). **Strategy's Expected Result/Impact:** Increased student and teacher performance in all areas. **Staff Responsible for Monitoring:** Principal Dean of Instruction Instructional Coaches	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Assign team leaders to facilitate PLC efforts within a given team. **Strategy's Expected Result/Impact:** Increased student and teacher performance in all areas. **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: Provide all campus staff with a minimum of two professional development opportunities each school year.

Evaluation Data Sources: Professional development attendance data. Professional development plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Encourage enrollment for teachers and staff in upcoming professional development opportunities through careful communication and ensure all understand the process for registration if needed. **Strategy's Expected Result/Impact:** Continual growth of professional staff. **Staff Responsible for Monitoring:** Principal Campus Administrators CTE Coordinator Department Chairs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Embedded professional development opportunities into Faculty Meetings and PLCs to promote professional growth aligned to the goals of the campus. **Strategy's Expected Result/Impact:** Continual growth of professional staff. **Staff Responsible for Monitoring:** Principal Campus Administrators CTE Coordinator Department Chairs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor staff participation in the district required trainings, such as the Fundamental Five, to ensure ongoing professional learning is aligned to district focus areas. **Strategy's Expected Result/Impact:** Staff professional learning that will benefit instruction to improve learning outcomes for all students **Staff Responsible for Monitoring:** Campus Administration, ICs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide access to the PLC institute until all ICs and team leads have received training to effectively lead their teams in PLCs. **Strategy's Expected Result/Impact:** Increased productivity in PLCs to improve student learning outcomes for all students **Staff Responsible for Monitoring:** Administration	0%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide teachers training with the "STAAR Re-Design" and the new item types so we can align instruction and assessment with the new ways students will be assessed on state assessments. **Strategy's Expected Result/Impact:** Consistent use of these tools in instruction and assessment will result in success on state EOCs **Staff Responsible for Monitoring:** Administration, ICs, Team Leads, Teachers	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: Cultivate multiple opportunities for leadership in all areas on the campus.

Evaluation Data Sources: Department and Campus structures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain an organizational structure in all departments that includes a supervising administrator, a department chairperson, and/or content team leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders. **Strategy's Expected Result/Impact:** Effective and timely communication. **Staff Responsible for Monitoring:** Principal Administrators Department Chairpersons				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles. **Strategy's Expected Result/Impact:** Development of campus leaders. **Staff Responsible for Monitoring:** Principal Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase opportunities for leadership for all teachers/staff by offering responsibilities in departments, committees, site teams, and content teams. **Strategy's Expected Result/Impact:** Development of campus leaders. **Staff Responsible for Monitoring:** Principal Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Administrators will meet weekly or biweekly with department chairpersons and instructional coaches to ensure open lines of communication and to provide opportunities to problem-solve and provide input to administration. **Strategy's Expected Result/Impact:** Development of campus leaders. **Staff Responsible for Monitoring:** Principal Campus Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve relational capacity between mentors and mentees with the use of the New Teacher Handbook in order to provide ongoing support of new staff while empowering current staff. **Strategy's Expected Result/Impact:** Successful onboarding and increased retention of new teachers **Staff Responsible for Monitoring:** Mentor coaches, mentors, administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Early Childhood Center Grades PreK-K

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on "how to say no", drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Elementary School North Grades 1-3

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Elementary School North:

1. Students may be referred to the principal or assistant principal to be considered for intervention techniques from the Behavior Modification Program
2. Counseling activities specific to non-bullying techniques and responsible behavior
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Small group counseling for students who exhibit aggressive or bullying behaviors
7. Focused on one character trait each month in classroom guidance, parent newsletter, and daily announcements
8. STOPit suspicious behavior reporting system
9. Mentor program and PALS
10. BHISD Police Department visiting with students and walking around building

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Elementary School South Grades 1-3

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Elementary School South:

1. Students may be referred to the principal or assistant principal to be considered for intervention techniques from the Behavior Modification Program
2. Counseling activities specific to non-bullying techniques and responsible behavior
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Small group counseling for students who exhibit aggressive or bullying behaviors
7. Focused on one character trait each month in classroom guidance, parent newsletter, and daily announcements
8. STOPit suspicious behavior reporting system
9. Mentor program and PALS
10. BHISD Police Department visiting with students and walking around building

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Intermediate School North Grades 4-6

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Intermediate School.

- Student Mentor Programs and PALS
- BHISD Police Officer on Campus
- STOPit Suspicious Behavior Reporting System
- Guidance Lessons Provided by the Counselors
- Small Group Counseling Provided by the Counselors
- Individual Counseling Provided by the Counselors
- Weekly SEL Lessons
- Counseling Referral for FAYS Counseling and TCHAT
- Fall Fest in October
- Monthly Eagle Character Traits
- Drug Awareness in October - Red Ribbon Week
- Campus Crisis Intervention Team
- Club Day - Plugged In Initiative
- Positive Behavior Interventions and Supports (PBIS)
- District Parent Nights

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Intermediate School South Grades 4-6

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Intermediate School.

- Student Mentor Programs and PALS
- BHISD Police Officer on Campus
- STOPit Suspicious Behavior Reporting System
- Guidance Lessons Provided by the Counselors
- Small Group Counseling Provided by the Counselors
- Individual Counseling Provided by the Counselors
- Weekly SEL Lessons
- Counseling Referral for FAYS Counseling and TCHAT
- Fall Fest in October
- Monthly Eagle Character Traits
- Drug Awareness in October - Red Ribbon Week
- Campus Crisis Intervention Team
- Club Day - Plugged In Initiative
- Positive Behavior Interventions and Supports (PBIS)
- District Parent Nights

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Middle School North Grades 7-8

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
	None	None

Violence prevention strategies and interventions used at the Middle School North:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities as well as a voluntary program for other students.
2. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
3. If a violent or criminal action occurs, the parents are asked to come to school to hear student admit to actions and/or show them evidence.
4. Police are called. They investigate the actions and write citations or warnings, as necessary. If cited students and parents attend court where judge issues community service and/or fine.
5. School punishment is as follows: first fight - 1-3 days OSS and 3-6 days ISS; second fight – 1-3 days OSS and 10 days EPIC; tobacco – 3 days ISS; alcohol and/or drugs – Code of Conduct.
6. Counseling is suggested to parents for students involved. School counseling is always offered.
7. Student Resource Officer is in place on campus.
8. Eagle Eyes program is in operation on campus.
9. Non-Violent Crisis Intervention Training is conducted.
10. Red Ribbon Week activities are scheduled.
11. Other bullying prevention activities are conducted.
12. Cameras have been installed on campus to deter discipline incidents.
13. Building emergency situations are practiced – shelter in place, monthly fire drills, etc.
14. The district uses canines for searches and as a deterrent of contraband.
15. Star Counseling program is provided through Family Service Center.
16. S.H.O.U.T Program (Students Helping Others Understand Tolerance) is in place.
17. STOPit suspicious behavior reporting system is implemented.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL Middle School South Grades 7-8

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
Assault against someone other than school employee/volunteer	2	None

Violence prevention strategies and interventions used at the Middle School South:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities as well as a voluntary program for other students.
2. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
3. If a violent or criminal action occurs, the parents are asked to come to school to hear student admit to actions and/or show them evidence.
4. Police are called. They investigate the actions and write citations or warnings, as necessary. If cited students and parents attend court where judge issues community service and/or fine.
5. School punishment is as follows: first fight - 1-3 days OSS and 3-6 days ISS; second fight – 1-3 days OSS and 10 days EPIC; tobacco – 3 days ISS; alcohol and/or drugs – Code of Conduct.
6. Counseling is suggested to parents for students involved. School counseling is always offered.
7. Student Resource Officer is in place on campus.
8. Eagle Eyes program is in operation on campus.
9. Non-Violent Crisis Intervention Training is conducted.
10. Red Ribbon Week activities are scheduled.
11. Other bullying prevention activities are conducted.
12. Cameras have been installed on campus to deter discipline incidents.
13. Building emergency situations are practiced – shelter in place, monthly fire drills, etc.
14. The district uses canines for searches and as a deterrent of contraband.
15. Star Counseling program is provided through Family Service Center.
16. S.H.O.U.T Program (Students Helping Others Understand Tolerance) is in place.
17. STOPit suspicious behavior reporting system is implemented.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2022-2023

BARBERS HILL High School Grades 9-12

Types of Violent Criminal Incidents	Number of Incidents	
	2022-2023	2021-22
Assault against someone other than school employee/volunteer	3	2

Violence prevention strategies and interventions used at the High School:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities, students who drive a vehicle on campus, as well as voluntary program for other students.
2. Eagle Eyes program is active.
3. Several cameras have been installed on the campus to deter discipline incidents.
4. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
5. A School Resource Officer is on campus throughout the day to investigate when needed. The officer also informs the students of potential consequences if the inappropriate behavior continues.
6. A Red Ribbon/Drug Prevention Program is observed for one week. This program informs the students of the danger and consequences of using drugs.
7. The Star Counseling Program is provided through the Family Service Center. A counselor/therapist comes on our campus to offer counseling to a student who is considered at-risk. The counselor may also provide counseling for the family in the evening.
8. Fall Fest Activities for Drug Awareness are conducted.
9. Curriculum on drug awareness is taught in Health classes.
10. The district utilizes searches by detection canines. The overall intent of the use of these dogs on the campus is to provide a deterrent to minimize the presence of contraband items on school property.
11. Teachers monitor halls between classes and before and after school.
12. Building evacuations and Shelter in Place procedures are exercised monthly to ensure the safety of students and staff.
13. New students meet with Assistant Principals one-on-one to review rules and campus expectations.
14. Non-Violent Crisis Intervention Training is conducted.
15. STOPit suspicious behavior reporting system is implemented.

Texas High School Graduates From FY 2023
Enrolled in Texas Public or Independent Higher Education Fall 2023

County=CHAMBERS

District	Code	Institution	Students
ANAHUAC ISD	036901	LEE COLLEGE (003583)	25
		LAMAR UNIVERSITY (003581)	6
		Other Pub/Ind 4-yr Institution (12)	17
		Other Pub/Ind 2-yr Institution (5)	8
		Not trackable	1
		Not found	38
		Total high school graduates	*95*
BARBERS HILL ISD	036902	LEE COLLEGE (003583)	115
		SAN JACINTO COLLEGE (029137)	18
		TEXAS A&M UNIVERSITY (003632)	17
		BLINN COLLEGE DISTRICT (003549)	16
		TEXAS STATE UNIVERSITY (003615)	12
		SAM HOUSTON STATE UNIVERSITY (003606)	11
		U. OF TEXAS AT AUSTIN (003658)	8
		U. OF TEXAS AT SAN ANTONIO (010115)	7
		LAMAR UNIVERSITY (003581)	6
		TEXAS TECH UNIVERSITY (003644)	6
		UNIVERSITY OF HOUSTON (003652)	5
		Other Pub/Ind 4-yr Institution (19)	36
		Other Pub/Ind 2-yr Institution (9)	11
		Not trackable	12
		Not found	162
		Total high school graduates	*442*
EAST CHAMBERS ISD	036903	LAMAR UNIVERSITY (003581)	17
		LAMAR INSTITUTE OF TECHNOLOGY (036273)	8
		LAMAR STATE COLL-PORT ARTHUR (023485)	7
		Other Pub/Ind 4-yr Institution (7)	11
		Other Pub/Ind 2-yr Institution (1)	2
		Not trackable	1

Districts with more than 25 graduates
"Other" records combine records where total Students for one institution < 5.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Texas Education Agency

2022-2023 Accreditation Statuses

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

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

Show/Hide columns:

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

Show 100 entries

Search: Barbers Hill ISD

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
036902	BARBERS HILL ISD	4	A - Superior Achievement	A	ACCREDITED		

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

Previous 1 Next

2022 - 2023 Budgeted Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$74,735,642	77.05%	$10,213	$74,735,642	74.30%	$10,213
State Operating Funds	$13,340,000	13.75%	$1,823	$13,346,000	13.27%	$1,824
Federal Funds	$605,000	0.62%	$83	$1,201,000	1.19%	$164
Other Local	$8,314,481	8.57%	$1,136	$11,305,481	11.24%	$1,545
Total Operating Revenue	$96,995,123	100.00%	$13,254	$100,588,123	100.00%	$13,745
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$41,402,390	99.64%	$5,658
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$150,000	0.36%	$20
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$41,552,390	100.00%	$5,678
Subtotal: Operating and Other Revenue	$96,995,123	100.00%	$13,254	$142,140,513	100.00%	$19,423
Recapture Revenue						
Local Property Tax Recaptured	$21,800,000	100.00%	$2,979	$21,800,000	100.00%	$2,979
Total Recaptured Revenue	$21,800,000	100.00%	$2,979	$21,800,000	100.00%	$2,979
Subtotal: Operating, Other and Recaptured Revenue	$118,795,123	100.00%	$16,233	$163,940,513	100.00%	$22,402
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$4,783,086	100.00%	$654	$4,783,086	100.00%	$654
Total Debt Service Financing and TRS Estimate Revenue	$4,783,086	100.00%	$654	$4,783,086	100.00%	$654
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$101,778,209	100.00%	$13,908	$146,923,599	100.00%	$20,077
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	$86,388,012	88.27%	$11,805	$88,260,905	86.44%	$12,061
Professional & Contracted Services (Object 62xx)	$4,888,037	4.99%	$668	$4,908,637	4.81%	$671

2022 - 2023 Budgeted Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$3,822,955	3.91%	$522	$6,119,155	5.99%	$836
Other Operating Expenditures (Object 64xx)	$2,774,312	2.83%	$379	$2,822,412	2.76%	$386
Total Operating Expenditures by Object	$97,873,316	100.00%	$13,374	$102,111,109	100.00%	$13,953
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	$29	100.00%	$0	$29	0.00%	$0
Debt Services (Object 65xx)	$0	0.00%	$0	$39,920,332	99.99%	$5,455
Capital Outlay (Object 66xx)	$0	0.00%	$0	$4,000	0.01%	$1
Total Non-Operating Expenditures by Object	$29	100.00%	$0	$39,924,361	100.00%	$5,456
Grand Total: Operating and Non-Operating Expenditures by Object	$97,873,345	100.00%	$13,374	$142,035,470	100.00%	$19,409
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	$59,215,236	60.50%	$8,092	$59,215,236	57.99%	$8,092
Instructional Resources & Media Services (Function 12)	$812,553	0.83%	$111	$812,553	0.80%	$111
Curriculum & Staff Development (Function 13)	$2,159,336	2.21%	$295	$2,159,336	2.11%	$295
Instructional Leadership (Function 21)	$660,361	0.67%	$90	$660,361	0.65%	$90
School Leadership (Function 23)	$4,992,954	5.10%	$682	$4,992,954	4.89%	$682
Guidance Counseling Services (Function 31)	$4,050,234	4.14%	$553	$4,050,234	3.97%	$553
Social Work Services (Function 32)	$577,331	0.59%	$79	$577,331	0.57%	$79
Health Services (Function 33)	$1,179,384	1.21%	$161	$1,179,384	1.16%	$161
Transportation (Function 34)	$4,050,021	4.14%	$553	$4,050,021	3.97%	$553
Food Services (Function 35)	$843	0.00%	$0	$4,238,636	4.15%	$579
Extracurricular (Function 36)	$2,334,657	2.39%	$319	$2,334,657	2.29%	$319
General Administration (Function 41,92)	$3,694,561	3.77%	$505	$3,694,561	3.62%	$505
Facilities Maintenance & Operations (Function 51)	$10,972,244	11.21%	$1,499	$10,972,244	10.75%	$1,499
Security & Monitoring Services (Function 52)	$1,359,200	1.39%	$186	$1,359,200	1.33%	$186
Data Processing Services (Function 53)	$1,721,101	1.76%	$235	$1,721,101	1.69%	$235
Community Services (Function 61)	$93,300	0.10%	$13	$93,300	0.09%	$13
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures by Function	$97,873,316	100.00%	$13,374	$102,111,109	100.00%	$13,953

2022 - 2023 Budgeted Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	$29	100.00%	$0	$29	0.00%	$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$39,920,332	99.99%	$5,455
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$4,000	0.01%	$1
Total Non-Operating Expenditures by Function	$29	100.00%	$0	$39,924,361	100.00%	$5,456
Grand Total: Operating and Non-Operating Expenditures by Function	$97,873,345	100.00%	$13,374	$142,035,470	100.00%	$19,409
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$53,340,424	54.50%	$7,289	$53,340,424	52.24%	$7,289
Gifted and Talented (PIC 21)	$2,387,541	2.44%	$326	$2,387,541	2.34%	$326
Career and Technical (PIC 22)	$2,506,855	2.56%	$343	$2,506,855	2.46%	$343
Students with Disabilities (PICs 23,33)	$12,087,852	12.35%	$1,652	$12,087,852	11.84%	$1,652
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,950,794	1.99%	$267	$1,950,794	1.91%	$267
Bilingual (PICs 25,35)	$337,735	0.35%	$46	$337,735	0.33%	$46
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$269,030	0.27%	$37	$269,030	0.26%	$37
Dyslexia or Related Disorder Services (PIC 37)	$761,882	0.78%	$104	$761,882	0.75%	$104
College, Career, and Military Readiness (CCMR) (PIC 38)	$528,542	0.54%	$72	$528,542	0.52%	$72
Athletics/Related Activities (PIC 91)	$1,700,710	1.74%	$232	$1,700,710	1.67%	$232
Un-Allocated (PIC 99)	$22,001,951	22.48%	$3,007	$26,239,744	25.70%	$3,586
Total Operating Expenditures by Program Intent Code (PIC)	$97,873,316	100.00%	$13,374	$102,111,109	100.00%	$13,953
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$29	100.00%	$0	$29	0.00%	$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$39,920,332	99.99%	$5,455
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$4,000	0.01%	$1
Total Non-Operating Expenditures by Program Intent Code (PIC)	$29	100.00%	$0	$39,924,361	100.00%	$5,456
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$97,873,345	100.00%	$13,374	$142,035,470	100.00%	$19,409

2022 - 2023 Budgeted Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements **Total Disbursements**						
Operating Expenditures	$97,873,316	79.66%	$13,374	$102,111,109	61.14%	$13,953
Recapture	$21,800,000	17.70%	$2,979	$21,800,000	13.10%	$2,979
Total Other Uses	$2,324,010	1.89%	$318	$2,324,010	1.39%	$318
Intergovernmental Charge	$861,000	0.70%	$118	$861,000	0.52%	$118
Capital Outlay (Object 61xx-64xx)	$29	0.00%	$0	$29	0.00%	$0
Debt Service (Object 6500)	$0	0.00%	$0	$39,920,332	23.90%	$5,455
Capital Projects (Object 6600)	$0	0.00%	$0	$4,000	0.00%	$1
Total Disbursements	$122,858,355	100.00%	$16,789	$167,020,480	100.00%	$22,823