

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT

*Texas City Independent School District*

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Texas Academic Performance Report

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# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 1 Texas Academic Performance Report



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

**District Name: TEXAS CITY ISD**

**District Number: 084906**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | School Year | State | Region 04 | District   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| <b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b> |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>Grade 3 Reading</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above   | 2023        | 76%   | 77%       | <b>75%</b> | 63%              | 79%      | 82%   | -               | *     | -                | 82%               | 47%                  | 78%                 | 75%                   | 75%                       | 74%         | 81%                           |
|  | 2022        | 76%   | 76%       | <b>69%</b> | 57%              | 70%      | 81%   | -               | *     | -                | 91%               | 45%                  | 67%                 | 70%                   | 67%                       | 67%         | 64%                           |
| At Meets Grade Level or Above  | 2023        | 50%   | 52%       | <b>45%</b> | 32%              | 49%      | 48%   | -               | *     | -                | 64%               | 23%                  | 67%                 | 45%                   | 45%                       | 44%         | 59%                           |
|  | 2022        | 51%   | 52%       | <b>42%</b> | 28%              | 43%      | 53%   | -               | *     | -                | 74%               | 21%                  | 42%                 | 43%                   | 41%                       | 39%         | 36%                           |
| At Masters Grade Level   | 2023        | 20%   | 21%       | <b>13%</b> | 7%               | 15%      | 14%   | -               | *     | -                | 23%               | 7%                   | 22%                 | 12%                   | 16%                       | 12%         | 16%                           |
|  | 2022        | 30%   | 31%       | <b>22%</b> | 12%              | 23%      | 31%   | -               | *     | -                | 43%               | 8%                   | 17%                 | 22%                   | 23%                       | 19%         | 18%                           |
| <b>Grade 3 Mathematics</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above   | 2023        | 73%   | 74%       | <b>72%</b> | 61%              | 77%      | 79%   | -               | *     | -                | 73%               | 48%                  | 89%                 | 74%                   | 68%                       | 71%         | 83%                           |
|  | 2022        | 71%   | 71%       | <b>64%</b> | 48%              | 67%      | 77%   | -               | *     | -                | 83%               | 40%                  | 50%                 | 64%                   | 63%                       | 61%         | 63%                           |
| At Meets Grade Level or Above  | 2023        | 45%   | 46%       | <b>41%</b> | 25%              | 46%      | 49%   | -               | *     | -                | 55%               | 24%                  | 44%                 | 43%                   | 34%                       | 38%         | 53%                           |
|  | 2022        | 43%   | 44%       | <b>37%</b> | 19%              | 38%      | 59%   | -               | *     | -                | 52%               | 19%                  | 33%                 | 40%                   | 30%                       | 34%         | 37%                           |
| At Masters Grade Level   | 2023        | 19%   | 20%       | <b>13%</b> | 6%               | 15%      | 18%   | -               | *     | -                | 9%                | 9%                   | 0%                  | 13%                   | 12%                       | 12%         | 21%                           |
|  | 2022        | 21%   | 22%       | <b>20%</b> | 9%               | 19%      | 32%   | -               | *     | -                | 39%               | 8%                   | 8%                  | 22%                   | 14%                       | 16%         | 16%                           |
| <b>Grade 4 Reading</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above   | 2023        | 77%   | 77%       | <b>72%</b> | 63%              | 71%      | 88%   | -               | *     | *                | 84%               | 47%                  | 100%                | 73%                   | 71%                       | 69%         | 68%                           |
|  | 2022        | 77%   | 77%       | <b>71%</b> | 57%              | 74%      | 82%   | *               | *     | -                | 79%               | 45%                  | 82%                 | 74%                   | 66%                       | 69%         | 72%                           |
| At Meets Grade Level or Above  | 2023        | 48%   | 48%       | <b>36%</b> | 21%              | 35%      | 55%   | -               | *     | *                | 48%               | 17%                  | 36%                 | 37%                   | 33%                       | 32%         | 30%                           |
|  | 2022        | 54%   | 55%       | <b>47%</b> | 31%              | 50%      | 57%   | *               | *     | -                | 61%               | 26%                  | 36%                 | 52%                   | 37%                       | 45%         | 52%                           |
| At Masters Grade Level   | 2023        | 22%   | 22%       | <b>15%</b> | 5%               | 16%      | 25%   | -               | *     | *                | 24%               | 7%                   | 7%                  | 17%                   | 11%                       | 12%         | 14%                           |
|  | 2022        | 28%   | 30%       | <b>21%</b> | 12%              | 22%      | 26%   | *               | *     | -                | 32%               | 8%                   | 18%                 | 24%                   | 15%                       | 20%         | 22%                           |
| <b>Grade 4 Mathematics</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above   | 2023        | 71%   | 72%       | <b>62%</b> | 52%              | 59%      | 81%   | -               | *     | *                | 80%               | 38%                  | 86%                 | 63%                   | 61%                       | 59%         | 57%                           |
|  | 2022        | 70%   | 70%       | <b>63%</b> | 43%              | 67%      | 77%   | *               | *     | -                | 71%               | 38%                  | 64%                 | 69%                   | 50%                       | 59%         | 67%                           |
| At Meets Grade Level or Above  | 2023        | 48%   | 49%       | <b>38%</b> | 23%              | 32%      | 66%   | -               | *     | *                | 64%               | 19%                  | 36%                 | 39%                   | 36%                       | 33%         | 32%                           |
|  | 2022        | 43%   | 44%       | <b>38%</b> | 20%              | 41%      | 49%   | *               | *     | -                | 46%               | 22%                  | 27%                 | 43%                   | 26%                       | 35%         | 44%                           |
| At Masters Grade Level   | 2023        | 22%   | 23%       | <b>17%</b> | 7%               | 16%      | 30%   | -               | *     | *                | 32%               | 8%                   | 0%                  | 19%                   | 14%                       | 14%         | 14%                           |
|  | 2022        | 23%   | 24%       | <b>18%</b> | 10%              | 19%      | 22%   | *               | *     | -                | 25%               | 8%                   | 18%                 | 19%                   | 15%                       | 17%         | 17%                           |
| <b>Grade 5 Reading</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|                                    | School Year | State | Region 04 | District   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Approaches Grade Level or Above | 2023        | 81%   | 81%       | <b>73%</b> | 57%              | 76%      | 84%   | *               | *     | -                | 92%               | 49%                  | 75%                 | 77%                   | 63%                       | 71%         | 74%                           |
|                                    | 2022        | 81%   | 81%       | <b>69%</b> | 59%              | 72%      | 77%   | *               | *     | -                | 69%               | 42%                  | 80%                 | 70%                   | 66%                       | 67%         | 76%                           |
| At Meets Grade Level or Above      | 2023        | 57%   | 57%       | <b>45%</b> | 30%              | 49%      | 52%   | *               | *     | -                | 60%               | 22%                  | 33%                 | 47%                   | 39%                       | 42%         | 47%                           |
|                                    | 2022        | 58%   | 58%       | <b>41%</b> | 29%              | 44%      | 51%   | *               | *     | -                | 38%               | 19%                  | 80%                 | 41%                   | 39%                       | 39%         | 45%                           |
| At Masters Grade Level             | 2023        | 28%   | 29%       | <b>18%</b> | 9%               | 20%      | 23%   | *               | *     | -                | 24%               | 8%                   | 8%                  | 19%                   | 15%                       | 16%         | 14%                           |
|                                    | 2022        | 36%   | 38%       | <b>23%</b> | 15%              | 25%      | 28%   | *               | *     | -                | 23%               | 3%                   | 60%                 | 24%                   | 19%                       | 22%         | 29%                           |
| <b>Grade 5 Mathematics</b>         |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 80%   | 79%       | <b>76%</b> | 63%              | 78%      | 80%   | *               | *     | -                | 96%               | 53%                  | 67%                 | 80%                   | 65%                       | 73%         | 78%                           |
|                                    | 2022        | 77%   | 76%       | <b>67%</b> | 57%              | 71%      | 72%   | *               | *     | -                | 73%               | 44%                  | 80%                 | 69%                   | 63%                       | 66%         | 68%                           |
| At Meets Grade Level or Above      | 2023        | 51%   | 51%       | <b>43%</b> | 30%              | 50%      | 44%   | *               | *     | -                | 40%               | 24%                  | 42%                 | 47%                   | 34%                       | 41%         | 53%                           |
|                                    | 2022        | 48%   | 49%       | <b>34%</b> | 25%              | 39%      | 34%   | *               | *     | -                | 31%               | 19%                  | 80%                 | 36%                   | 29%                       | 34%         | 39%                           |
| At Masters Grade Level             | 2023        | 21%   | 22%       | <b>13%</b> | 6%               | 14%      | 19%   | *               | *     | -                | 12%               | 7%                   | 17%                 | 13%                   | 12%                       | 12%         | 16%                           |
|                                    | 2022        | 25%   | 26%       | <b>13%</b> | 8%               | 14%      | 17%   | *               | *     | -                | 8%                | 6%                   | 40%                 | 15%                   | 6%                        | 12%         | 15%                           |
| <b>Grade 5 Science</b>             |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 65%   | 64%       | <b>50%</b> | 34%              | 49%      | 70%   | *               | *     | -                | 56%               | 36%                  | 50%                 | 53%                   | 45%                       | 48%         | 41%                           |
|                                    | 2022        | 66%   | 66%       | <b>51%</b> | 36%              | 54%      | 68%   | *               | *     | -                | 46%               | 33%                  | 80%                 | 52%                   | 49%                       | 49%         | 49%                           |
| At Meets Grade Level or Above      | 2023        | 36%   | 35%       | <b>20%</b> | 8%               | 20%      | 33%   | *               | *     | -                | 28%               | 19%                  | 17%                 | 21%                   | 16%                       | 18%         | 16%                           |
|                                    | 2022        | 38%   | 39%       | <b>21%</b> | 13%              | 22%      | 31%   | *               | *     | -                | 15%               | 16%                  | 40%                 | 21%                   | 19%                       | 20%         | 19%                           |
| At Masters Grade Level             | 2023        | 16%   | 15%       | <b>8%</b>  | 3%               | 9%       | 13%   | *               | *     | -                | 4%                | 8%                   | 8%                  | 8%                    | 8%                        | 7%          | 9%                            |
|                                    | 2022        | 18%   | 19%       | <b>7%</b>  | 5%               | 7%       | 12%   | *               | *     | -                | 0%                | 6%                   | 0%                  | 7%                    | 7%                        | 7%          | 6%                            |
| <b>Grade 6 Reading</b>             |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 77%   | 77%       | <b>67%</b> | 57%              | 69%      | 79%   | *               | *     | *                | 69%               | 39%                  | *                   | 67%                   | 66%                       | 65%         | 69%                           |
|                                    | 2022        | 70%   | 70%       | <b>57%</b> | 44%              | 58%      | 72%   | -               | *     | -                | 65%               | 35%                  | *                   | 58%                   | 53%                       | 52%         | 55%                           |
| At Meets Grade Level or Above      | 2023        | 52%   | 54%       | <b>39%</b> | 26%              | 44%      | 54%   | *               | *     | *                | 21%               | 19%                  | *                   | 42%                   | 32%                       | 37%         | 44%                           |
|                                    | 2022        | 43%   | 44%       | <b>28%</b> | 20%              | 26%      | 40%   | -               | *     | -                | 41%               | 23%                  | *                   | 29%                   | 25%                       | 23%         | 25%                           |
| At Masters Grade Level             | 2023        | 22%   | 24%       | <b>12%</b> | 7%               | 15%      | 19%   | *               | *     | *                | 0%                | 7%                   | *                   | 12%                   | 12%                       | 11%         | 13%                           |
|                                    | 2022        | 23%   | 24%       | <b>13%</b> | 10%              | 11%      | 24%   | -               | *     | -                | 12%               | 10%                  | *                   | 15%                   | 8%                        | 11%         | 8%                            |
| <b>Grade 6 Mathematics</b>         |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 75%   | 75%       | <b>64%</b> | 53%              | 68%      | 73%   | *               | *     | *                | 57%               | 46%                  | *                   | 66%                   | 60%                       | 62%         | 62%                           |
|                                    | 2022        | 73%   | 73%       | <b>61%</b> | 48%              | 63%      | 75%   | -               | *     | -                | 71%               | 39%                  | *                   | 63%                   | 55%                       | 58%         | 62%                           |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

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|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above      | 2023        | 40%   | 40%       | <b>21%</b> | 17%              | 22%      | 27%   | *               | *     | *                | 11%               | 17%                  | *                   | 22%                   | 19%                       | 19%         | 19%                           |
|                                    | 2022        | 39%   | 40%       | <b>24%</b> | 16%              | 21%      | 39%   | -               | *     | -                | 29%               | 18%                  | *                   | 24%                   | 22%                       | 19%         | 19%                           |
| At Masters Grade Level             | 2023        | 16%   | 17%       | <b>6%</b>  | 3%               | 7%       | 8%    | *               | *     | *                | 0%                | 9%                   | *                   | 7%                    | 4%                        | 5%          | 6%                            |
|                                    | 2022        | 16%   | 18%       | <b>9%</b>  | 8%               | 7%       | 16%   | -               | *     | -                | 12%               | 11%                  | *                   | 9%                    | 10%                       | 8%          | 6%                            |
| <b>Grade 7 Reading</b>             |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 78%   | 78%       | <b>62%</b> | 47%              | 64%      | 79%   | -               | *     | -                | 61%               | 34%                  | 40%                 | 62%                   | 62%                       | 58%         | 63%                           |
|                                    | 2022        | 80%   | 81%       | <b>71%</b> | 63%              | 71%      | 81%   | *               | *     | -                | 88%               | 44%                  | *                   | 71%                   | 71%                       | 69%         | 67%                           |
| At Meets Grade Level or Above      | 2023        | 55%   | 55%       | <b>35%</b> | 25%              | 34%      | 50%   | -               | *     | -                | 35%               | 20%                  | 20%                 | 34%                   | 37%                       | 31%         | 29%                           |
|                                    | 2022        | 56%   | 58%       | <b>39%</b> | 30%              | 41%      | 46%   | *               | *     | -                | 56%               | 28%                  | *                   | 40%                   | 34%                       | 37%         | 32%                           |
| At Masters Grade Level             | 2023        | 27%   | 28%       | <b>11%</b> | 8%               | 10%      | 17%   | -               | *     | -                | 4%                | 6%                   | 0%                  | 11%                   | 12%                       | 9%          | 10%                           |
|                                    | 2022        | 37%   | 39%       | <b>24%</b> | 18%              | 25%      | 28%   | *               | *     | -                | 48%               | 20%                  | *                   | 25%                   | 22%                       | 23%         | 14%                           |
| <b>Grade 7 Mathematics</b>         |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 63%   | 63%       | <b>41%</b> | 35%              | 38%      | 58%   | -               | *     | -                | 37%               | 27%                  | 20%                 | 40%                   | 43%                       | 40%         | 44%                           |
|                                    | 2022        | 61%   | 63%       | <b>43%</b> | 36%              | 43%      | 55%   | *               | *     | -                | 53%               | 37%                  | *                   | 43%                   | 45%                       | 43%         | 38%                           |
| At Meets Grade Level or Above      | 2023        | 37%   | 38%       | <b>17%</b> | 16%              | 12%      | 28%   | -               | *     | -                | 16%               | 18%                  | 0%                  | 17%                   | 16%                       | 15%         | 12%                           |
|                                    | 2022        | 31%   | 34%       | <b>14%</b> | 11%              | 13%      | 16%   | *               | *     | -                | 32%               | 20%                  | *                   | 15%                   | 12%                       | 14%         | 8%                            |
| At Masters Grade Level             | 2023        | 11%   | 12%       | <b>3%</b>  | 5%               | 1%       | 4%    | -               | *     | -                | 0%                | 10%                  | 0%                  | 2%                    | 4%                        | 3%          | 0%                            |
|                                    | 2022        | 13%   | 15%       | <b>6%</b>  | 4%               | 6%       | 6%    | *               | *     | -                | 21%               | 13%                  | *                   | 7%                    | 3%                        | 6%          | 3%                            |
| <b>Grade 8 Reading</b>             |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 83%   | 83%       | <b>71%</b> | 62%              | 74%      | 80%   | *               | *     | *                | 81%               | 45%                  | *                   | 72%                   | 68%                       | 69%         | 68%                           |
|                                    | 2022        | 83%   | 84%       | <b>74%</b> | 59%              | 78%      | 85%   | *               | *     | -                | 93%               | 53%                  | *                   | 75%                   | 70%                       | 72%         | 66%                           |
| At Meets Grade Level or Above      | 2023        | 58%   | 58%       | <b>36%</b> | 26%              | 39%      | 44%   | *               | *     | *                | 48%               | 21%                  | *                   | 38%                   | 30%                       | 32%         | 31%                           |
|                                    | 2022        | 58%   | 60%       | <b>45%</b> | 27%              | 49%      | 61%   | *               | *     | -                | 47%               | 33%                  | *                   | 47%                   | 38%                       | 41%         | 43%                           |
| At Masters Grade Level             | 2023        | 28%   | 29%       | <b>14%</b> | 11%              | 15%      | 14%   | *               | *     | *                | 26%               | 9%                   | *                   | 15%                   | 11%                       | 11%         | 4%                            |
|                                    | 2022        | 37%   | 40%       | <b>27%</b> | 15%              | 31%      | 34%   | *               | *     | -                | 33%               | 21%                  | *                   | 29%                   | 21%                       | 24%         | 29%                           |
| <b>Grade 8 Mathematics</b>         |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 76%   | 76%       | <b>63%</b> | 55%              | 65%      | 71%   | *               | *     | *                | 76%               | 43%                  | *                   | 62%                   | 65%                       | 61%         | 59%                           |
|                                    | 2022        | 71%   | 72%       | <b>61%</b> | 47%              | 64%      | 74%   | *               | *     | -                | 68%               | 42%                  | *                   | 65%                   | 50%                       | 59%         | 50%                           |
| At Meets Grade Level or Above      | 2023        | 46%   | 46%       | <b>29%</b> | 19%              | 29%      | 43%   | *               | *     | *                | 44%               | 25%                  | *                   | 29%                   | 28%                       | 26%         | 25%                           |
|                                    | 2022        | 40%   | 41%       | <b>35%</b> | 26%              | 36%      | 44%   | *               | *     | -                | 63%               | 31%                  | *                   | 37%                   | 30%                       | 32%         | 20%                           |

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|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level             | 2023        | 17%   | 18%       | <b>10%</b> | 6%               | 10%      | 13%   | *               | *     | *                | 12%               | 8%                   | *                   | 11%                   | 7%                        | 9%          | 8%                            |
|                                    | 2022        | 14%   | 15%       | <b>13%</b> | 8%               | 15%      | 16%   | *               | *     | -                | 26%               | 24%                  | *                   | 15%                   | 7%                        | 12%         | 8%                            |
| <b>Grade 8 Science</b>             |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 74%   | 75%       | <b>56%</b> | 44%              | 58%      | 69%   | *               | *     | *                | 78%               | 38%                  | *                   | 58%                   | 52%                       | 54%         | 46%                           |
|                                    | 2022        | 74%   | 76%       | <b>58%</b> | 45%              | 62%      | 70%   | *               | *     | -                | 60%               | 40%                  | *                   | 60%                   | 55%                       | 55%         | 49%                           |
| At Meets Grade Level or Above      | 2023        | 47%   | 49%       | <b>28%</b> | 17%              | 28%      | 41%   | *               | *     | *                | 44%               | 25%                  | *                   | 29%                   | 24%                       | 24%         | 18%                           |
|                                    | 2022        | 45%   | 48%       | <b>28%</b> | 18%              | 30%      | 37%   | *               | *     | -                | 33%               | 27%                  | *                   | 29%                   | 23%                       | 24%         | 20%                           |
| At Masters Grade Level             | 2023        | 17%   | 19%       | <b>8%</b>  | 4%               | 6%       | 13%   | *               | *     | *                | 26%               | 7%                   | *                   | 9%                    | 4%                        | 7%          | 3%                            |
|                                    | 2022        | 24%   | 26%       | <b>14%</b> | 8%               | 17%      | 21%   | *               | *     | -                | 7%                | 23%                  | *                   | 16%                   | 11%                       | 12%         | 12%                           |
| <b>Grade 8 Social Studies</b>      |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 62%   | 62%       | <b>37%</b> | 29%              | 39%      | 45%   | *               | *     | *                | 52%               | 25%                  | *                   | 40%                   | 30%                       | 33%         | 29%                           |
|                                    | 2022        | 61%   | 61%       | <b>52%</b> | 36%              | 54%      | 71%   | *               | *     | -                | 64%               | 38%                  | *                   | 54%                   | 45%                       | 47%         | 37%                           |
| At Meets Grade Level or Above      | 2023        | 33%   | 34%       | <b>16%</b> | 8%               | 19%      | 23%   | *               | *     | *                | 33%               | 21%                  | *                   | 19%                   | 10%                       | 14%         | 9%                            |
|                                    | 2022        | 31%   | 32%       | <b>20%</b> | 12%              | 23%      | 29%   | *               | *     | -                | 14%               | 29%                  | *                   | 23%                   | 13%                       | 17%         | 13%                           |
| At Masters Grade Level             | 2023        | 16%   | 18%       | <b>5%</b>  | 4%               | 6%       | 5%    | *               | *     | *                | 11%               | 9%                   | *                   | 6%                    | 3%                        | 4%          | 1%                            |
|                                    | 2022        | 18%   | 20%       | <b>11%</b> | 6%               | 12%      | 15%   | *               | *     | -                | 14%               | 23%                  | *                   | 13%                   | 6%                        | 9%          | 8%                            |
| <b>End of Course English I</b>     |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 72%   | 71%       | <b>60%</b> | 50%              | 64%      | 74%   | *               | 60%   | -                | 52%               | 35%                  | 33%                 | 62%                   | 56%                       | 56%         | 52%                           |
|                                    | 2022        | 65%   | 65%       | <b>51%</b> | 38%              | 53%      | 63%   | *               | *     | -                | 63%               | 32%                  | 14%                 | 52%                   | 45%                       | 47%         | 35%                           |
| At Meets Grade Level or Above      | 2023        | 52%   | 51%       | <b>35%</b> | 22%              | 39%      | 54%   | *               | 60%   | -                | 28%               | 22%                  | 0%                  | 36%                   | 33%                       | 31%         | 21%                           |
|                                    | 2022        | 47%   | 48%       | <b>30%</b> | 13%              | 35%      | 45%   | *               | *     | -                | 37%               | 20%                  | 0%                  | 32%                   | 26%                       | 26%         | 17%                           |
| At Masters Grade Level             | 2023        | 13%   | 14%       | <b>7%</b>  | 2%               | 7%       | 14%   | *               | 0%    | -                | 10%               | 8%                   | 0%                  | 7%                    | 5%                        | 5%          | 5%                            |
|                                    | 2022        | 11%   | 12%       | <b>4%</b>  | 2%               | 4%       | 7%    | *               | *     | -                | 14%               | 11%                  | 0%                  | 4%                    | 5%                        | 4%          | 0%                            |
| <b>End of Course English II</b>    |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 74%   | 73%       | <b>62%</b> | 54%              | 64%      | 70%   | *               | 80%   | -                | 68%               | 36%                  | 45%                 | 65%                   | 54%                       | 58%         | 43%                           |
|                                    | 2022        | 72%   | 72%       | <b>61%</b> | 45%              | 67%      | 73%   | *               | *     | -                | 71%               | 25%                  | 43%                 | 63%                   | 54%                       | 56%         | 48%                           |
| At Meets Grade Level or Above      | 2023        | 54%   | 53%       | <b>39%</b> | 27%              | 42%      | 50%   | *               | 20%   | -                | 56%               | 21%                  | 18%                 | 42%                   | 30%                       | 33%         | 19%                           |
|                                    | 2022        | 55%   | 56%       | <b>44%</b> | 30%              | 46%      | 60%   | *               | *     | -                | 58%               | 15%                  | 43%                 | 48%                   | 33%                       | 39%         | 15%                           |



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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) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level             | 2023        | 9%    | 9%        | 4%       | 1%               | 4%       | 8%    | *               | 0%    | -                | 3%                | 8%                   | 0%                  | 4%                    | 2%                        | 3%          | 0%                            |
|                                    | 2022        | 9%    | 10%       | 5%       | 2%               | 6%       | 9%    | *               | *     | -                | 13%               | 10%                  | 0%                  | 6%                    | 1%                        | 3%          | 0%                            |
| <b>End of Course Algebra I</b>     |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 79%   | 79%       | 68%      | 63%              | 70%      | 74%   | *               | *     | -                | 63%               | 49%                  | 29%                 | 71%                   | 61%                       | 65%         | 59%                           |
|                                    | 2022        | 76%   | 76%       | 68%      | 59%              | 71%      | 74%   | *               | 80%   | -                | 69%               | 49%                  | 50%                 | 70%                   | 62%                       | 65%         | 77%                           |
| At Meets Grade Level or Above      | 2023        | 43%   | 46%       | 31%      | 20%              | 35%      | 36%   | *               | *     | -                | 38%               | 20%                  | 0%                  | 33%                   | 25%                       | 27%         | 22%                           |
|                                    | 2022        | 43%   | 45%       | 34%      | 22%              | 38%      | 46%   | *               | 60%   | -                | 31%               | 24%                  | 17%                 | 37%                   | 28%                       | 31%         | 36%                           |
| At Masters Grade Level             | 2023        | 23%   | 26%       | 16%      | 9%               | 20%      | 15%   | *               | *     | -                | 22%               | 11%                  | 0%                  | 18%                   | 10%                       | 13%         | 12%                           |
|                                    | 2022        | 27%   | 30%       | 19%      | 10%              | 21%      | 27%   | *               | 40%   | -                | 23%               | 10%                  | 17%                 | 20%                   | 16%                       | 16%         | 21%                           |
| <b>End of Course Biology</b>       |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 88%   | 87%       | 80%      | 72%              | 82%      | 88%   | *               | 83%   | -                | 89%               | 64%                  | 20%                 | 80%                   | 80%                       | 77%         | 72%                           |
|                                    | 2022        | 83%   | 83%       | 74%      | 64%              | 76%      | 85%   | *               | *     | -                | 89%               | 58%                  | 57%                 | 76%                   | 69%                       | 72%         | 65%                           |
| At Meets Grade Level or Above      | 2023        | 56%   | 56%       | 37%      | 25%              | 40%      | 51%   | *               | 33%   | -                | 37%               | 27%                  | 0%                  | 40%                   | 31%                       | 32%         | 20%                           |
|                                    | 2022        | 55%   | 56%       | 39%      | 25%              | 42%      | 56%   | *               | *     | -                | 50%               | 27%                  | 0%                  | 43%                   | 30%                       | 35%         | 24%                           |
| At Masters Grade Level             | 2023        | 21%   | 23%       | 8%       | 4%               | 10%      | 15%   | *               | 0%    | -                | 5%                | 9%                   | 0%                  | 9%                    | 6%                        | 7%          | 4%                            |
|                                    | 2022        | 21%   | 24%       | 9%       | 6%               | 8%       | 15%   | *               | *     | -                | 18%               | 12%                  | 0%                  | 10%                   | 8%                        | 8%          | 3%                            |
| <b>End of Course U.S. History</b>  |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 94%   | 94%       | 88%      | 85%              | 88%      | 92%   | -               | *     | -                | 91%               | 75%                  | 67%                 | 89%                   | 87%                       | 87%         | 79%                           |
|                                    | 2022        | 89%   | 89%       | 78%      | 69%              | 80%      | 85%   | *               | *     | -                | 83%               | 49%                  | 50%                 | 81%                   | 69%                       | 75%         | 65%                           |
| At Meets Grade Level or Above      | 2023        | 70%   | 71%       | 53%      | 39%              | 52%      | 69%   | -               | *     | -                | 70%               | 34%                  | 56%                 | 53%                   | 52%                       | 49%         | 26%                           |
|                                    | 2022        | 68%   | 69%       | 51%      | 39%              | 50%      | 68%   | *               | *     | -                | 71%               | 20%                  | 50%                 | 54%                   | 41%                       | 46%         | 24%                           |
| At Masters Grade Level             | 2023        | 38%   | 41%       | 21%      | 9%               | 21%      | 33%   | -               | *     | -                | 36%               | 12%                  | 11%                 | 22%                   | 17%                       | 17%         | 8%                            |
|                                    | 2022        | 42%   | 44%       | 24%      | 15%              | 23%      | 39%   | *               | *     | -                | 29%               | 10%                  | 17%                 | 26%                   | 17%                       | 21%         | 5%                            |
| <b>SAT/ACT All Subjects</b>        |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 90%   | 92%       | 86%      | 87%              | 81%      | 95%   | -               | *     | -                | *                 | -                    | -                   | 87%                   | 83%                       | 80%         | *                             |
|                                    | 2022        | 92%   | 94%       | 91%      | 86%              | 100%     | 83%   | -               | -     | -                | -                 | -                    | -                   | 91%                   | *                         | 89%         | *                             |
| At Meets Grade Level or Above      | 2023        | 61%   | 67%       | 32%      | 13%              | 32%      | 41%   | -               | *     | -                | *                 | -                    | -                   | 31%                   | 33%                       | 33%         | *                             |
|                                    | 2022        | 64%   | 70%       | 49%      | 43%              | 48%      | 56%   | -               | -     | -                | -                 | -                    | -                   | 49%                   | *                         | 48%         | *                             |

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|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level             | 2023        | 12%   | 15%       | 0%       | 0%               | 0%       | 0%    | -               | *     | -                | *                 | -                    | -                   | 0%                    | 0%                        | 0%          | *                             |
|                                    | 2022        | 13%   | 17%       | 0%       | 0%               | 0%       | 0%    | -               | -     | -                | -                 | -                    | -                   | 0%                    | *                         | 0%          | *                             |
| <b>All Grades All Subjects</b>     |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 76%   | 76%       | 65%      | 55%              | 67%      | 76%   | 70%             | 86%   | 50%              | 72%               | 44%                  | 62%                 | 67%                   | 62%                       | 63%         | 61%                           |
|                                    | 2022        | 74%   | 74%       | 63%      | 51%              | 66%      | 75%   | 48%             | 84%   | -                | 73%               | 41%                  | 61%                 | 65%                   | 58%                       | 60%         | 59%                           |
| At Meets Grade Level or Above      | 2023        | 49%   | 50%       | 34%      | 23%              | 36%      | 46%   | 35%             | 60%   | 38%              | 42%               | 22%                  | 29%                 | 36%                   | 30%                       | 31%         | 28%                           |
|                                    | 2022        | 48%   | 49%       | 35%      | 23%              | 37%      | 47%   | 21%             | 64%   | -                | 45%               | 23%                  | 36%                 | 37%                   | 29%                       | 32%         | 28%                           |
| At Masters Grade Level             | 2023        | 20%   | 21%       | 11%      | 6%               | 12%      | 16%   | 15%             | 26%   | 25%              | 15%               | 8%                   | 5%                  | 12%                   | 9%                        | 9%          | 9%                            |
|                                    | 2022        | 23%   | 25%       | 15%      | 9%               | 15%      | 21%   | 6%              | 39%   | -                | 22%               | 12%                  | 17%                 | 16%                   | 11%                       | 13%         | 12%                           |
| <b>All Grades ELA/Reading</b>      |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 77%   | 77%       | 67%      | 56%              | 69%      | 79%   | 57%             | 83%   | *                | 73%               | 42%                  | 66%                 | 68%                   | 63%                       | 64%         | 63%                           |
|                                    | 2022        | 75%   | 75%       | 64%      | 51%              | 67%      | 76%   | 62%             | 81%   | -                | 76%               | 40%                  | 62%                 | 66%                   | 60%                       | 61%         | 59%                           |
| At Meets Grade Level or Above      | 2023        | 53%   | 53%       | 38%      | 26%              | 41%      | 51%   | 29%             | 61%   | *                | 44%               | 21%                  | 31%                 | 40%                   | 34%                       | 35%         | 34%                           |
|                                    | 2022        | 53%   | 54%       | 39%      | 25%              | 41%      | 52%   | 38%             | 69%   | -                | 51%               | 23%                  | 42%                 | 41%                   | 33%                       | 35%         | 32%                           |
| At Masters Grade Level             | 2023        | 20%   | 21%       | 11%      | 6%               | 12%      | 16%   | 29%             | 28%   | *                | 14%               | 8%                   | 6%                  | 11%                   | 10%                       | 9%          | 9%                            |
|                                    | 2022        | 25%   | 27%       | 16%      | 10%              | 17%      | 22%   | 15%             | 44%   | -                | 27%               | 11%                  | 23%                 | 17%                   | 13%                       | 15%         | 14%                           |
| <b>All Grades Mathematics</b>      |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 75%   | 75%       | 65%      | 55%              | 66%      | 75%   | 71%             | 83%   | *                | 70%               | 44%                  | 65%                 | 66%                   | 61%                       | 62%         | 63%                           |
|                                    | 2022        | 72%   | 73%       | 62%      | 49%              | 65%      | 72%   | 44%             | 92%   | -                | 70%               | 41%                  | 59%                 | 64%                   | 56%                       | 59%         | 61%                           |
| At Meets Grade Level or Above      | 2023        | 45%   | 46%       | 31%      | 21%              | 32%      | 42%   | 43%             | 75%   | *                | 39%               | 21%                  | 29%                 | 33%                   | 27%                       | 28%         | 30%                           |
|                                    | 2022        | 42%   | 44%       | 31%      | 20%              | 33%      | 42%   | 22%             | 85%   | -                | 41%               | 22%                  | 32%                 | 34%                   | 25%                       | 29%         | 29%                           |
| At Masters Grade Level             | 2023        | 19%   | 20%       | 11%      | 6%               | 12%      | 15%   | 14%             | 42%   | *                | 13%               | 9%                   | 4%                  | 12%                   | 9%                        | 10%         | 11%                           |
|                                    | 2022        | 20%   | 22%       | 14%      | 8%               | 15%      | 19%   | 0%              | 54%   | -                | 22%               | 11%                  | 16%                 | 15%                   | 10%                       | 12%         | 12%                           |
| <b>All Grades Science</b>          |             |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 77%   | 77%       | 64%      | 53%              | 65%      | 76%   | 80%             | 88%   | *                | 73%               | 46%                  | 40%                 | 65%                   | 62%                       | 61%         | 53%                           |
|                                    | 2022        | 76%   | 76%       | 63%      | 51%              | 65%      | 76%   | 29%             | 75%   | -                | 67%               | 43%                  | 63%                 | 64%                   | 59%                       | 60%         | 55%                           |
| At Meets Grade Level or Above      | 2023        | 47%   | 48%       | 29%      | 18%              | 31%      | 42%   | 40%             | 38%   | *                | 37%               | 23%                  | 15%                 | 31%                   | 25%                       | 25%         | 18%                           |
|                                    | 2022        | 47%   | 49%       | 30%      | 20%              | 32%      | 43%   | 0%              | 50%   | -                | 33%               | 23%                  | 25%                 | 33%                   | 25%                       | 27%         | 21%                           |

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|--|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Masters Grade Level   | 2023        | 18%   | 20%       | <b>8%</b>  | 4%               | 8%       | 14%   | 0%              | 0%    | *                | 13%               | 8%                   | 5%                  | 9%                    | 6%                        | 7%          | 5%                            |
|  | 2022        | 21%   | 23%       | <b>10%</b> | 6%               | 10%      | 16%   | 0%              | 13%   | -                | 9%                | 13%                  | 6%                  | 11%                   | 8%                        | 9%          | 7%                            |
| <b>All Grades Social Studies</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above   | 2023        | 78%   | 78%       | <b>65%</b> | 57%              | 66%      | 72%   | *               | *     | *                | 73%               | 48%                  | 58%                 | 66%                   | 61%                       | 62%         | 53%                           |
|  | 2022        | 75%   | 75%       | <b>66%</b> | 55%              | 68%      | 79%   | *               | 86%   | -                | 76%               | 43%                  | 60%                 | 69%                   | 58%                       | 63%         | 51%                           |
| At Meets Grade Level or Above  | 2023        | 52%   | 52%       | <b>36%</b> | 24%              | 37%      | 49%   | *               | *     | *                | 53%               | 27%                  | 42%                 | 37%                   | 33%                       | 32%         | 17%                           |
|  | 2022        | 50%   | 51%       | <b>37%</b> | 28%              | 37%      | 51%   | *               | 29%   | -                | 50%               | 25%                  | 40%                 | 40%                   | 28%                       | 33%         | 19%                           |
| At Masters Grade Level   | 2023        | 27%   | 29%       | <b>13%</b> | 6%               | 14%      | 21%   | *               | *     | *                | 25%               | 10%                  | 8%                  | 15%                   | 11%                       | 11%         | 4%                            |
|  | 2022        | 30%   | 32%       | <b>18%</b> | 11%              | 18%      | 29%   | *               | 29%   | -                | 24%               | 17%                  | 10%                 | 20%                   | 12%                       | 16%         | 6%                            |
| <b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b> |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>3rd Graders</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics  | 2023        | 37%   | 38%       | <b>33%</b> | 19%              | 38%      | 38%   | -               | *     | -                | 50%               | 19%                  | 44%                 | 35%                   | 29%                       | 32%         | 47%                           |
|  | 2022        | 36%   | 37%       | <b>30%</b> | 15%              | 31%      | 45%   | -               | *     | -                | 52%               | 13%                  | 25%                 | 33%                   | 23%                       | 27%         | 29%                           |
| Reading and Mathematics Including EOC  | 2023        | 37%   | 38%       | <b>33%</b> | 19%              | 38%      | 38%   | -               | *     | -                | 50%               | 19%                  | 44%                 | 35%                   | 29%                       | 32%         | 47%                           |
|  | 2022        | 36%   | 37%       | <b>30%</b> | 15%              | 31%      | 45%   | -               | *     | -                | 52%               | 13%                  | 25%                 | 33%                   | 23%                       | 27%         | 29%                           |
| Reading Including EOC  | 2023        | 50%   | 52%       | <b>45%</b> | 32%              | 49%      | 48%   | -               | *     | -                | 64%               | 23%                  | 67%                 | 45%                   | 45%                       | 44%         | 59%                           |
|  | 2022        | 51%   | 52%       | <b>42%</b> | 28%              | 43%      | 53%   | -               | *     | -                | 74%               | 21%                  | 42%                 | 43%                   | 41%                       | 39%         | 36%                           |
| Math Including EOC   | 2023        | 45%   | 46%       | <b>41%</b> | 25%              | 46%      | 49%   | -               | *     | -                | 55%               | 24%                  | 44%                 | 43%                   | 34%                       | 38%         | 53%                           |
|  | 2022        | 43%   | 44%       | <b>37%</b> | 19%              | 38%      | 59%   | -               | *     | -                | 52%               | 19%                  | 33%                 | 40%                   | 30%                       | 34%         | 37%                           |
| <b>4th Graders</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics  | 2023        | 38%   | 39%       | <b>28%</b> | 13%              | 25%      | 52%   | -               | *     | *                | 48%               | 14%                  | 21%                 | 29%                   | 26%                       | 24%         | 23%                           |
|  | 2022        | 36%   | 37%       | <b>30%</b> | 15%              | 33%      | 40%   | *               | *     | -                | 43%               | 16%                  | 18%                 | 34%                   | 21%                       | 28%         | 36%                           |
| Reading and Mathematics Including EOC  | 2023        | 38%   | 39%       | <b>28%</b> | 13%              | 25%      | 52%   | -               | *     | *                | 48%               | 14%                  | 21%                 | 29%                   | 26%                       | 24%         | 23%                           |
|  | 2022        | 36%   | 37%       | <b>30%</b> | 15%              | 33%      | 40%   | *               | *     | -                | 43%               | 16%                  | 18%                 | 34%                   | 21%                       | 28%         | 36%                           |
| Reading Including EOC  | 2023        | 48%   | 48%       | <b>36%</b> | 21%              | 35%      | 55%   | -               | *     | *                | 48%               | 17%                  | 36%                 | 37%                   | 33%                       | 32%         | 30%                           |
|  | 2022        | 54%   | 55%       | <b>47%</b> | 31%              | 50%      | 57%   | *               | *     | -                | 61%               | 26%                  | 36%                 | 52%                   | 37%                       | 45%         | 52%                           |
| Math Including EOC   | 2023        | 48%   | 49%       | <b>38%</b> | 23%              | 32%      | 66%   | -               | *     | *                | 64%               | 19%                  | 36%                 | 39%                   | 36%                       | 33%         | 32%                           |
|  | 2022        | 43%   | 44%       | <b>38%</b> | 20%              | 41%      | 49%   | *               | *     | -                | 46%               | 22%                  | 27%                 | 43%                   | 26%                       | 35%         | 44%                           |
| <b>5th Graders</b>   |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics  | 2023        | 43%   | 43%       | <b>33%</b> | 22%              | 37%      | 36%   | *               | *     | -                | 32%               | 16%                  | 25%                 | 35%                   | 28%                       | 30%         | 38%                           |
|  | 2022        | 41%   | 42%       | <b>26%</b> | 17%              | 30%      | 29%   | *               | *     | -                | 23%               | 13%                  | 80%                 | 28%                   | 21%                       | 26%         | 29%                           |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|                                       | School Year | State | Region 04 | District   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2023        | 43%   | 43%       | <b>33%</b> | 22%              | 37%      | 36%   | *               | *     | -                | 32%               | 16%                  | 25%                 | 35%                   | 28%                       | 30%         | 38%                           |
|                                       | 2022        | 41%   | 42%       | <b>26%</b> | 17%              | 30%      | 29%   | *               | *     | -                | 23%               | 13%                  | 80%                 | 28%                   | 21%                       | 26%         | 29%                           |
| Reading Including EOC                 | 2023        | 57%   | 57%       | <b>45%</b> | 30%              | 49%      | 52%   | *               | *     | -                | 60%               | 22%                  | 33%                 | 47%                   | 39%                       | 42%         | 47%                           |
|                                       | 2022        | 58%   | 58%       | <b>41%</b> | 29%              | 44%      | 51%   | *               | *     | -                | 38%               | 19%                  | 80%                 | 41%                   | 39%                       | 39%         | 45%                           |
| Math Including EOC                    | 2023        | 51%   | 51%       | <b>43%</b> | 30%              | 50%      | 44%   | *               | *     | -                | 40%               | 24%                  | 42%                 | 47%                   | 34%                       | 41%         | 53%                           |
|                                       | 2022        | 48%   | 49%       | <b>34%</b> | 25%              | 39%      | 34%   | *               | *     | -                | 31%               | 19%                  | 80%                 | 36%                   | 29%                       | 34%         | 39%                           |
| <b>6th Graders</b>                    |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics               | 2023        | 35%   | 36%       | <b>18%</b> | 14%              | 20%      | 25%   | *               | *     | *                | 7%                | 15%                  | *                   | 19%                   | 15%                       | 17%         | 18%                           |
|                                       | 2022        | 31%   | 32%       | <b>17%</b> | 13%              | 14%      | 25%   | -               | *     | -                | 29%               | 17%                  | *                   | 17%                   | 17%                       | 13%         | 13%                           |
| Reading and Mathematics Including EOC | 2023        | 35%   | 36%       | <b>18%</b> | 14%              | 20%      | 25%   | *               | *     | *                | 7%                | 15%                  | *                   | 19%                   | 15%                       | 17%         | 18%                           |
|                                       | 2022        | 31%   | 32%       | <b>17%</b> | 13%              | 14%      | 25%   | -               | *     | -                | 29%               | 17%                  | *                   | 17%                   | 17%                       | 13%         | 13%                           |
| Reading Including EOC                 | 2023        | 52%   | 53%       | <b>39%</b> | 26%              | 44%      | 54%   | *               | *     | *                | 21%               | 19%                  | *                   | 42%                   | 32%                       | 37%         | 44%                           |
|                                       | 2022        | 43%   | 44%       | <b>28%</b> | 20%              | 26%      | 40%   | -               | *     | -                | 41%               | 23%                  | *                   | 29%                   | 25%                       | 23%         | 25%                           |
| Math Including EOC                    | 2023        | 40%   | 41%       | <b>21%</b> | 17%              | 22%      | 27%   | *               | *     | *                | 11%               | 17%                  | *                   | 22%                   | 19%                       | 19%         | 19%                           |
|                                       | 2022        | 40%   | 41%       | <b>24%</b> | 16%              | 21%      | 39%   | -               | *     | -                | 29%               | 18%                  | *                   | 24%                   | 22%                       | 19%         | 19%                           |
| <b>7th Graders</b>                    |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics               | 2023        | 37%   | 38%       | <b>20%</b> | 17%              | 16%      | 29%   | -               | *     | -                | 22%               | 17%                  | 0%                  | 21%                   | 18%                       | 17%         | 18%                           |
|                                       | 2022        | 32%   | 34%       | <b>18%</b> | 12%              | 19%      | 22%   | *               | *     | -                | 40%               | 20%                  | *                   | 20%                   | 13%                       | 17%         | 9%                            |
| Reading and Mathematics Including EOC | 2023        | 38%   | 39%       | <b>20%</b> | 17%              | 16%      | 29%   | -               | *     | -                | 22%               | 17%                  | 0%                  | 21%                   | 18%                       | 17%         | 18%                           |
|                                       | 2022        | 33%   | 35%       | <b>18%</b> | 12%              | 19%      | 22%   | *               | *     | -                | 40%               | 20%                  | *                   | 20%                   | 13%                       | 17%         | 9%                            |
| Reading Including EOC                 | 2023        | 55%   | 55%       | <b>35%</b> | 25%              | 34%      | 50%   | -               | *     | -                | 35%               | 20%                  | 20%                 | 34%                   | 37%                       | 31%         | 29%                           |
|                                       | 2022        | 56%   | 58%       | <b>39%</b> | 30%              | 41%      | 46%   | *               | *     | -                | 56%               | 28%                  | *                   | 40%                   | 34%                       | 37%         | 32%                           |
| Math Including EOC                    | 2023        | 43%   | 44%       | <b>25%</b> | 21%              | 20%      | 38%   | -               | *     | -                | 30%               | 19%                  | 0%                  | 26%                   | 22%                       | 22%         | 22%                           |
|                                       | 2022        | 37%   | 39%       | <b>21%</b> | 14%              | 21%      | 28%   | *               | *     | -                | 48%               | 21%                  | *                   | 23%                   | 16%                       | 20%         | 11%                           |
| <b>8th Graders</b>                    |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Reading and Mathematics               | 2023        | 31%   | 31%       | <b>15%</b> | 11%              | 15%      | 21%   | *               | *     | *                | 24%               | 16%                  | *                   | 15%                   | 14%                       | 14%         | 6%                            |
|                                       | 2022        | 27%   | 29%       | <b>23%</b> | 16%              | 24%      | 28%   | *               | *     | -                | 38%               | 28%                  | *                   | 24%                   | 18%                       | 21%         | 15%                           |
| Reading and Mathematics Including EOC | 2023        | 44%   | 45%       | <b>22%</b> | 14%              | 24%      | 30%   | *               | *     | *                | 38%               | 16%                  | *                   | 24%                   | 17%                       | 19%         | 13%                           |
|                                       | 2022        | 41%   | 43%       | <b>30%</b> | 17%              | 33%      | 42%   | *               | *     | -                | 38%               | 28%                  | *                   | 32%                   | 25%                       | 26%         | 26%                           |
| Reading Including EOC                 | 2023        | 58%   | 58%       | <b>36%</b> | 26%              | 39%      | 44%   | *               | *     | *                | 48%               | 21%                  | *                   | 38%                   | 30%                       | 32%         | 31%                           |
|                                       | 2022        | 58%   | 60%       | <b>45%</b> | 27%              | 49%      | 61%   | *               | *     | -                | 47%               | 33%                  | *                   | 47%                   | 38%                       | 41%         | 43%                           |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|                                       | School Year | State | Region 04 | District   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Math Including EOC                    | 2023        | 51%   | 53%       | <b>30%</b> | 19%              | 31%      | 42%   | *               | *     | *                | 46%               | 25%                  | *                   | 31%                   | 26%                       | 26%         | 22%                         |
|                                       | 2022        | 48%   | 50%       | <b>36%</b> | 25%              | 39%      | 47%   | *               | *     | -                | 46%               | 29%                  | *                   | 38%                   | 32%                       | 32%         | 28%                         |
| <b>3rd - 8th Graders</b>              |             |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Reading and Mathematics               | 2023        | 37%   | 38%       | <b>24%</b> | 16%              | 25%      | 34%   | *               | 88%   | *                | 30%               | 16%                  | 24%                 | 26%                   | 21%                       | 22%         | 24%                         |
|                                       | 2022        | 34%   | 35%       | <b>24%</b> | 15%              | 25%      | 32%   | 13%             | 75%   | -                | 38%               | 17%                  | 29%                 | 26%                   | 19%                       | 22%         | 22%                         |
| Reading and Mathematics Including EOC | 2023        | 39%   | 40%       | <b>25%</b> | 16%              | 26%      | 35%   | *               | 88%   | *                | 32%               | 16%                  | 24%                 | 27%                   | 22%                       | 23%         | 25%                         |
|                                       | 2022        | 36%   | 38%       | <b>25%</b> | 15%              | 27%      | 34%   | 13%             | 80%   | -                | 38%               | 17%                  | 31%                 | 27%                   | 20%                       | 23%         | 23%                         |
| Reading Including EOC                 | 2023        | 53%   | 54%       | <b>39%</b> | 26%              | 42%      | 50%   | *               | 88%   | *                | 45%               | 20%                  | 40%                 | 40%                   | 36%                       | 36%         | 39%                         |
|                                       | 2022        | 53%   | 55%       | <b>40%</b> | 27%              | 42%      | 51%   | 38%             | 80%   | -                | 54%               | 25%                  | 49%                 | 42%                   | 36%                       | 37%         | 38%                         |
| Math Including EOC                    | 2023        | 47%   | 47%       | <b>32%</b> | 22%              | 33%      | 44%   | *               | 100%  | *                | 40%               | 21%                  | 33%                 | 34%                   | 28%                       | 29%         | 32%                         |
|                                       | 2022        | 43%   | 44%       | <b>31%</b> | 20%              | 33%      | 43%   | 25%             | 100%  | -                | 42%               | 21%                  | 36%                 | 34%                   | 25%                       | 29%         | 29%                         |

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| <b>School Progress - Annual Growth by Grade and Subject</b>        |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Grade 4 ELA/Reading  | 2023        | 55%   | 55%      | <b>50%</b> | 41%              | 52%      | 60%   | -               | *     | *                | 46%               | 39%                  | 75%                 | 51%                   | 48%                       | 48%         | 56%                         |
| Grade 4 Mathematics  | 2023        | 63%   | 64%      | <b>59%</b> | 59%              | 52%      | 69%   | -               | *     | *                | 73%               | 46%                  | 86%                 | 55%                   | 67%                       | 57%         | 53%                         |
| Grade 5 ELA/Reading  | 2023        | 65%   | 65%      | <b>54%</b> | 41%              | 55%      | 61%   | *               | *     | -                | 76%               | 41%                  | 38%                 | 54%                   | 52%                       | 52%         | 50%                         |
| Grade 5 Mathematics  | 2023        | 71%   | 70%      | <b>66%</b> | 66%              | 69%      | 60%   | *               | *     | -                | 72%               | 64%                  | 67%                 | 67%                   | 65%                       | 66%         | 72%                         |
| Grade 6 ELA/Reading  | 2023        | 51%   | 52%      | <b>44%</b> | 35%              | 47%      | 56%   | *               | *     | *                | 19%               | 33%                  | *                   | 44%                   | 43%                       | 43%         | 42%                         |
| Grade 6 Mathematics  | 2023        | 54%   | 54%      | <b>44%</b> | 46%              | 41%      | 49%   | *               | *     | *                | 34%               | 53%                  | *                   | 43%                   | 45%                       | 43%         | 42%                         |
| Grade 7 ELA/Reading  | 2023        | 71%   | 72%      | <b>56%</b> | 51%              | 54%      | 62%   | -               | *     | -                | 65%               | 34%                  | 40%                 | 55%                   | 56%                       | 54%         | 55%                         |
| Grade 7 Mathematics  | 2023        | 56%   | 56%      | <b>42%</b> | 41%              | 38%      | 56%   | -               | *     | -                | 34%               | 46%                  | 10%                 | 42%                   | 43%                       | 41%         | 44%                         |
| Grade 8 ELA/Reading  | 2023        | 63%   | 62%      | <b>49%</b> | 43%              | 53%      | 47%   | *               | *     | *                | 60%               | 40%                  | *                   | 49%                   | 48%                       | 47%         | 49%                         |
| Grade 8 Mathematics  | 2023        | 74%   | 74%      | <b>68%</b> | 62%              | 69%      | 71%   | *               | *     | *                | 80%               | 54%                  | *                   | 67%                   | 70%                       | 67%         | 67%                         |
| End of Course English I  | 2023        | 57%   | 56%      | <b>50%</b> | 41%              | 51%      | 63%   | *               | *     | -                | 50%               | 32%                  | *                   | 48%                   | 54%                       | 49%         | 36%                         |
| End of Course English II   | 2023        | 74%   | 73%      | <b>73%</b> | 73%              | 72%      | 75%   | -               | *     | -                | 69%               | 60%                  | 63%                 | 76%                   | 62%                       | 72%         | 52%                         |
| End of Course Algebra I  | 2023        | 76%   | 78%      | <b>76%</b> | 75%              | 79%      | 75%   | *               | *     | -                | 74%               | 69%                  | *                   | 77%                   | 76%                       | 76%         | 75%                         |
| All Grades Both Subjects   | 2023        | 64%   | 64%      | <b>56%</b> | 52%              | 56%      | 62%   | 71%             | 56%   | 58%              | 57%               | 47%                  | 56%                 | 56%                   | 56%                       | 55%         | 53%                         |
| All Grades ELA/Reading   | 2023        | 63%   | 62%      | <b>53%</b> | 46%              | 55%      | 61%   | 67%             | 55%   | *                | 55%               | 39%                  | 49%                 | 54%                   | 51%                       | 52%         | 49%                         |
| All Grades Mathematics   | 2023        | 66%   | 66%      | <b>59%</b> | 58%              | 58%      | 64%   | 75%             | 57%   | *                | 60%               | 55%                  | 65%                 | 59%                   | 61%                       | 58%         | 57%                         |
| <b>School Progress - Accelerated Learning by Grade and Subject</b> |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Grade 4 ELA/Reading  | 2023        | 33%   | 32%      | <b>33%</b> | 29%              | 31%      | 69%   | -               | -     | -                | *                 | 21%                  | *                   | 37%                   | 27%                       | 32%         | 43%                         |
| Grade 4 Mathematics  | 2023        | 27%   | 27%      | <b>26%</b> | 30%              | 22%      | 33%   | -               | -     | -                | *                 | 16%                  | 80%                 | 23%                   | 32%                       | 26%         | 26%                         |
| Grade 5 ELA/Reading  | 2023        | 37%   | 36%      | <b>31%</b> | 15%              | 37%      | 50%   | -               | -     | -                | 60%               | 23%                  | *                   | 33%                   | 27%                       | 31%         | 26%                         |
| Grade 5 Mathematics  | 2023        | 48%   | 45%      | <b>44%</b> | 37%              | 45%      | 46%   | -               | -     | -                | 88%               | 30%                  | 43%                 | 45%                   | 42%                       | 42%         | 41%                         |
| Grade 6 ELA/Reading  | 2023        | 26%   | 25%      | <b>23%</b> | 18%              | 23%      | 43%   | *               | -     | -                | 11%               | 17%                  | *                   | 25%                   | 19%                       | 23%         | 13%                         |
| Grade 6 Mathematics  | 2023        | 35%   | 34%      | <b>30%</b> | 25%              | 28%      | 48%   | *               | -     | -                | 14%               | 24%                  | *                   | 28%                   | 32%                       | 27%         | 16%                         |
| Grade 7 ELA/Reading  | 2023        | 39%   | 38%      | <b>23%</b> | 18%              | 27%      | 27%   | -               | -     | -                | 27%               | 9%                   | *                   | 23%                   | 25%                       | 23%         | 30%                         |
| Grade 7 Mathematics  | 2023        | 22%   | 20%      | <b>16%</b> | 9%               | 19%      | 21%   | -               | -     | -                | 29%               | 13%                  | *                   | 17%                   | 14%                       | 16%         | 24%                         |
| Grade 8 ELA/Reading  | 2023        | 39%   | 37%      | <b>35%</b> | 26%              | 41%      | 43%   | -               | *     | *                | *                 | 21%                  | -                   | 35%                   | 35%                       | 36%         | 36%                         |
| Grade 8 Mathematics  | 2023        | 49%   | 48%      | <b>39%</b> | 36%              | 40%      | 41%   | -               | -     | *                | 67%               | 20%                  | *                   | 38%                   | 44%                       | 40%         | 38%                         |
| End of Course English I  | 2023        | 26%   | 25%      | <b>21%</b> | 17%              | 29%      | 14%   | *               | -     | -                | *                 | 0%                   | *                   | 21%                   | 22%                       | 21%         | 17%                         |
| End of Course English II   | 2023        | 41%   | 40%      | <b>41%</b> | 43%              | 41%      | 41%   | -               | *     | -                | 33%               | 24%                  | *                   | 47%                   | 25%                       | 41%         | 19%                         |
| End of Course Algebra I  | 2023        | 58%   | 57%      | <b>45%</b> | 47%              | 41%      | 50%   | *               | -     | -                | 33%               | 28%                  | *                   | 49%                   | 38%                       | 43%         | 34%                         |
| All Grades Both Subjects   | 2023        | 38%   | 37%      | <b>32%</b> | 28%              | 32%      | 40%   | *               | *     | *                | 36%               | 19%                  | 38%                 | 32%                   | 30%                       | 31%         | 29%                         |
| All Grades ELA/Reading   | 2023        | 35%   | 34%      | <b>30%</b> | 24%              | 32%      | 41%   | *               | *     | *                | 28%               | 17%                  | 39%                 | 31%                   | 26%                       | 29%         | 27%                         |
| All Grades Mathematics   | 2023        | 40%   | 39%      | <b>33%</b> | 31%              | 33%      | 40%   | *               | -     | *                | 44%               | 22%                  | 37%                 | 34%                   | 33%                       | 32%         | 30%                         |

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 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON 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 |
|--|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| <b>STAAR Performance Rate by Subject and Performance Level</b> |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| <b>All Grades All Subjects</b>                                 |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 76%   | 76%       | <b>65%</b> | 68%                       | 63%                 | -                  | -               | -               | 86%                       | 53%       | 54%               | 50%          | 56%              | 72%                        | 66%         | 58%                   | 89%                      |
|  | 2022        | 74%   | 74%       | <b>63%</b> | 67%                       | 63%                 | -                  | -               | -               | 80%                       | 49%       | 37%               | 53%          | 51%              | 62%                        | 64%         | 55%                   | 83%                      |
| At Meets Grade Level or Above                                  | 2023        | 49%   | 50%       | <b>34%</b> | 41%                       | 40%                 | -                  | -               | -               | 45%                       | 19%       | 19%               | 17%          | 20%              | 38%                        | 35%         | 25%                   | 63%                      |
|  | 2022        | 48%   | 49%       | <b>35%</b> | 40%                       | 36%                 | -                  | -               | -               | 50%                       | 18%       | 18%               | 20%          | 17%              | 25%                        | 35%         | 24%                   | 56%                      |
| At Masters Grade Level   | 2023        | 20%   | 21%       | <b>11%</b> | 14%                       | 13%                 | -                  | -               | -               | 17%                       | 5%        | 8%                | 4%           | 5%               | 6%                         | 11%         | 7%                    | 21%                      |
|  | 2022        | 23%   | 25%       | <b>15%</b> | 17%                       | 13%                 | -                  | -               | -               | 31%                       | 7%        | 9%                | 8%           | 6%               | 11%                        | 15%         | 10%                   | 20%                      |
| <b>All Grades ELA/Reading</b>                                  |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 77%   | 77%       | <b>67%</b> | 73%                       | 71%                 | -                  | -               | -               | 82%                       | 54%       | 56%               | 52%          | 55%              | 76%                        | 67%         | 60%                   | 95%                      |
|  | 2022        | 75%   | 75%       | <b>64%</b> | 72%                       | 67%                 | -                  | -               | -               | 86%                       | 46%       | 51%               | 56%          | 38%              | 68%                        | 64%         | 55%                   | 84%                      |
| At Meets Grade Level or Above                                  | 2023        | 53%   | 53%       | <b>38%</b> | 45%                       | 46%                 | -                  | -               | -               | 42%                       | 22%       | 19%               | 21%          | 24%              | 45%                        | 38%         | 30%                   | 75%                      |
|  | 2022        | 53%   | 54%       | <b>39%</b> | 42%                       | 40%                 | -                  | -               | -               | 49%                       | 19%       | 26%               | 25%          | 13%              | 37%                        | 39%         | 27%                   | 65%                      |
| At Masters Grade Level   | 2023        | 20%   | 21%       | <b>11%</b> | 13%                       | 13%                 | -                  | -               | -               | 13%                       | 5%        | 6%                | 5%           | 6%               | 6%                         | 11%         | 7%                    | 19%                      |
|  | 2022        | 25%   | 27%       | <b>16%</b> | 19%                       | 14%                 | -                  | -               | -               | 35%                       | 9%        | 14%               | 13%          | 5%               | 17%                        | 16%         | 12%                   | 21%                      |
| <b>All Grades Mathematics</b>                                  |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 75%   | 75%       | <b>65%</b> | 72%                       | 67%                 | -                  | -               | -               | 89%                       | 53%       | 50%               | 53%          | 54%              | 76%                        | 65%         | 60%                   | 86%                      |
|  | 2022        | 72%   | 73%       | <b>62%</b> | 67%                       | 65%                 | -                  | -               | -               | 74%                       | 55%       | 40%               | 55%          | 63%              | 59%                        | 61%         | 60%                   | 75%                      |
| At Meets Grade Level or Above                                  | 2023        | 45%   | 46%       | <b>31%</b> | 46%                       | 45%                 | -                  | -               | -               | 47%                       | 18%       | 23%               | 19%          | 16%              | 37%                        | 31%         | 28%                   | 52%                      |
|  | 2022        | 42%   | 44%       | <b>31%</b> | 42%                       | 39%                 | -                  | -               | -               | 51%                       | 20%       | 19%               | 18%          | 24%              | 18%                        | 31%         | 27%                   | 44%                      |
| At Masters Grade Level   | 2023        | 19%   | 20%       | <b>11%</b> | 16%                       | 15%                 | -                  | -               | -               | 21%                       | 5%        | 11%               | 3%           | 5%               | 8%                         | 11%         | 9%                    | 25%                      |
|  | 2022        | 20%   | 22%       | <b>14%</b> | 17%                       | 13%                 | -                  | -               | -               | 28%                       | 8%        | 9%                | 5%           | 11%              | 7%                         | 14%         | 11%                   | 21%                      |
| <b>All Grades Science</b>                                      |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 77%   | 77%       | <b>64%</b> | 33%                       | 33%                 | -                  | -               | -               | -                         | 56%       | 58%               | 53%          | 58%              | 58%                        | 65%         | 51%                   | 85%                      |
|  | 2022        | 76%   | 76%       | <b>63%</b> | 42%                       | 42%                 | -                  | -               | -               | -                         | 49%       | 26%               | 51%          | 59%              | 65%                        | 63%         | 50%                   | 91%                      |
| At Meets Grade Level or Above                                  | 2023        | 47%   | 48%       | <b>29%</b> | 12%                       | 12%                 | -                  | -               | -               | -                         | 16%       | 13%               | 12%          | 20%              | 25%                        | 30%         | 16%                   | 57%                      |
|  | 2022        | 47%   | 49%       | <b>30%</b> | 17%                       | 17%                 | -                  | -               | -               | -                         | 15%       | 9%                | 15%          | 19%              | 25%                        | 31%         | 16%                   | 57%                      |
| At Masters Grade Level   | 2023        | 18%   | 20%       | <b>8%</b>  | 6%                        | 6%                  | -                  | -               | -               | -                         | 3%        | 4%                | 2%           | 4%               | 8%                         | 8%          | 4%                    | 16%                      |
|  | 2022        | 21%   | 23%       | <b>10%</b> | 8%                        | 8%                  | -                  | -               | -               | -                         | 4%        | 4%                | 6%           | 1%               | 10%                        | 11%         | 5%                    | 13%                      |
| <b>All Grades Social Studies</b>                               |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 78%   | 78%       | <b>65%</b> | -                         | -                   | -                  | -               | -               | -                         | 49%       | -                 | 35%          | 59%              | 50%                        | 66%         | 49%                   | 84%                      |
|  | 2022        | 75%   | 75%       | <b>66%</b> | -                         | -                   | -                  | -               | -               | -                         | 43%       | 14%               | 24%          | 58%              | 46%                        | 67%         | 43%                   | 85%                      |
| At Meets Grade Level or Above                                  | 2023        | 52%   | 52%       | <b>36%</b> | -                         | -                   | -                  | -               | -               | -                         | 11%       | -                 | 5%           | 15%              | 20%                        | 37%         | 12%                   | 65%                      |
|  | 2022        | 50%   | 51%       | <b>37%</b> | -                         | -                   | -                  | -               | -               | -                         | 15%       | 9%                | 8%           | 18%              | 0%                         | 39%         | 13%                   | 54%                      |
| At Masters Grade Level   | 2023        | 27%   | 29%       | <b>13%</b> | -                         | -                   | -                  | -               | -               | -                         | 4%        | -                 | 2%           | 5%               | 0%                         | 14%         | 3%                    | 26%                      |
|  | 2022        | 30%   | 32%       | <b>18%</b> | -                         | -                   | -                  | -               | -               | -                         | 5%        | 5%                | 4%           | 5%               | 0%                         | 19%         | 5%                    | 25%                      |
| <b>School Progress - Annual Growth</b>                         |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects                                       | 2023        | 64%   | 64%       | <b>56%</b> | 58%                       | 55%                 | -                  | -               | -               | 72%                       | 49%       | 50%               | 48%          | 49%              | 49%                        | 56%         | 51%                   | 72%                      |
| All Grades ELA/Reading   | 2023        | 63%   | 62%       | <b>53%</b> | 52%                       | 50%                 | -                  | -               | -               | 64%                       | 46%       | 44%               | 49%          | 43%              | 39%                        | 54%         | 47%                   | 67%                      |

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON 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%       | <b>59%</b> | 63%                       | 60%                 | -                  | -               | -               | 81%                       | 52%       | 56%               | 47%          | 56%              | 61%                        | 59%         | 55%                   | 80%                      |
| <b>School Progress - Accelerated Learning</b> |             |       |           |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects                      | 2023        | 38%   | 37%       | <b>32%</b> | 34%                       | 29%                 | -                  | -               | -               | 62%                       | 25%       | 19%               | 26%          | 26%              | 40%                        | 32%         | 28%                   | 64%                      |
| All Grades ELA/Reading                        | 2023        | 35%   | 34%       | <b>30%</b> | 33%                       | 26%                 | -                  | -               | -               | 67%                       | 25%       | 18%               | 28%          | 24%              | 33%                        | 30%         | 27%                   | 75%                      |
| All Grades Mathematics                        | 2023        | 40%   | 39%       | <b>33%</b> | 36%                       | 32%                 | -                  | -               | -               | 57%                       | 26%       | 21%               | 24%          | 28%              | 44%                        | 34%         | 29%                   | 59%                      |

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



Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | State | Region 04 | District   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| <b>2023 STAAR Participation (All Grades)</b>     |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>All Tests</b>                                 |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | <b>98%</b> | 98%              | 98%      | 98%   | 100%            | 100%  | 100%             | 99%               | 97%                  | 98%                 | 98%                   | 97%                       | 98%         | 99%                           |
| Included in Accountability                       | 93%   | 93%       | <b>92%</b> | 91%              | 92%      | 93%   | 83%             | 93%   | 100%             | 95%               | 91%                  | 90%                 | 96%                   | 84%                       | 93%         | 89%                           |
| Not Included in Accountability: Mobile           | 4%    | 4%        | <b>5%</b>  | 6%               | 4%       | 4%    | 17%             | 7%    | 0%               | 4%                | 6%                   | 6%                  | 2%                    | 11%                       | 4%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 2%    | 2%        | <b>1%</b>  | 0%               | 2%       | 0%    | 0%              | 0%    | 0%               | 0%                | 1%                   | 1%                  | 0%                    | 2%                        | 1%          | 6%                            |
| Not Tested                                       | 1%    | 1%        | <b>2%</b>  | 2%               | 2%       | 2%    | 0%              | 0%    | 0%               | 1%                | 3%                   | 2%                  | 2%                    | 3%                        | 2%          | 1%                            |
| Absent   | 1%    | 1%        | <b>2%</b>  | 2%               | 2%       | 2%    | 0%              | 0%    | 0%               | 1%                | 2%                   | 2%                  | 2%                    | 2%                        | 2%          | 1%                            |
| Other  | 0%    | 0%        | <b>0%</b>  | 0%               | 0%       | 0%    | 0%              | 0%    | 0%               | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Reading</b>                                   |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | <b>98%</b> | 98%              | 98%      | 97%   | 100%            | 100%  | *                | 99%               | 97%                  | 99%                 | 98%                   | 97%                       | 98%         | 99%                           |
| Included in Accountability                       | 92%   | 92%       | <b>92%</b> | 92%              | 91%      | 93%   | 88%             | 95%   | *                | 96%               | 91%                  | 92%                 | 96%                   | 83%                       | 92%         | 86%                           |
| Not Included in Accountability: Mobile           | 4%    | 4%        | <b>5%</b>  | 6%               | 4%       | 4%    | 13%             | 5%    | *                | 4%                | 6%                   | 6%                  | 2%                    | 11%                       | 4%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 3%    | 3%        | <b>1%</b>  | 0%               | 3%       | 0%    | 0%              | 0%    | *                | 0%                | 1%                   | 1%                  | 1%                    | 3%                        | 1%          | 9%                            |
| Not Tested                                       | 1%    | 1%        | <b>2%</b>  | 2%               | 2%       | 3%    | 0%              | 0%    | *                | 1%                | 3%                   | 1%                  | 2%                    | 3%                        | 2%          | 1%                            |
| Absent   | 1%    | 1%        | <b>2%</b>  | 2%               | 2%       | 3%    | 0%              | 0%    | *                | 1%                | 3%                   | 1%                  | 2%                    | 3%                        | 2%          | 1%                            |
| Other  | 0%    | 0%        | <b>0%</b>  | 0%               | 0%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Mathematics</b>                               |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | <b>98%</b> | 99%              | 98%      | 98%   | 100%            | 100%  | *                | 98%               | 98%                  | 97%                 | 98%                   | 98%                       | 98%         | 99%                           |
| Included in Accountability                       | 94%   | 93%       | <b>92%</b> | 92%              | 92%      | 93%   | 88%             | 92%   | *                | 95%               | 91%                  | 88%                 | 96%                   | 85%                       | 93%         | 90%                           |
| Not Included in Accountability: Mobile           | 5%    | 4%        | <b>5%</b>  | 7%               | 4%       | 5%    | 13%             | 8%    | *                | 4%                | 6%                   | 7%                  | 2%                    | 11%                       | 4%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | <b>1%</b>  | 0%               | 2%       | 0%    | 0%              | 0%    | *                | 0%                | 1%                   | 2%                  | 0%                    | 2%                        | 1%          | 5%                            |
| Not Tested                                       | 1%    | 1%        | <b>2%</b>  | 1%               | 2%       | 2%    | 0%              | 0%    | *                | 2%                | 2%                   | 3%                  | 2%                    | 2%                        | 2%          | 1%                            |
| Absent   | 1%    | 1%        | <b>1%</b>  | 1%               | 2%       | 1%    | 0%              | 0%    | *                | 2%                | 2%                   | 3%                  | 1%                    | 2%                        | 2%          | 1%                            |
| Other  | 0%    | 0%        | <b>0%</b>  | 0%               | 0%       | 1%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Science</b>                                   |       |           |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 98%       | <b>98%</b> | 97%              | 98%      | 98%   | 100%            | 100%  | *                | 97%               | 97%                  | 95%                 | 98%                   | 97%                       | 98%         | 99%                           |
| Included in Accountability                       | 93%   | 93%       | <b>92%</b> | 90%              | 93%      | 93%   | 83%             | 89%   | *                | 93%               | 90%                  | 91%                 | 96%                   | 84%                       | 93%         | 90%                           |
| Not Included in Accountability: Mobile           | 4%    | 4%        | <b>5%</b>  | 6%               | 4%       | 5%    | 17%             | 11%   | *                | 4%                | 6%                   | 5%                  | 2%                    | 12%                       | 4%          | 5%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | <b>1%</b>  | 0%               | 1%       | 0%    | 0%              | 0%    | *                | 0%                | 1%                   | 0%                  | 0%                    | 2%                        | 1%          | 4%                            |
| Not Tested                                       | 1%    | 2%        | <b>2%</b>  | 3%               | 2%       | 2%    | 0%              | 0%    | *                | 3%                | 3%                   | 5%                  | 2%                    | 3%                        | 2%          | 1%                            |

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Absent   | 1%    | 1%        | 2%       | 3%               | 2%       | 2%    | 0%              | 0%    | *                | 3%                | 2%                   | 5%                  | 2%                    | 3%                        | 2%          | 1%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Social Studies</b>                            |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | 96%      | 97%              | 95%      | 96%   | *               | *     | *                | 100%              | 95%                  | 100%                | 97%                   | 96%                       | 96%         | 97%                           |
| Included in Accountability                       | 94%   | 94%       | 92%      | 91%              | 92%      | 94%   | *               | *     | *                | 94%               | 90%                  | 92%                 | 95%                   | 85%                       | 92%         | 92%                           |
| Not Included in Accountability: Mobile           | 4%    | 4%        | 4%       | 6%               | 3%       | 2%    | *               | *     | *                | 6%                | 4%                   | 8%                  | 1%                    | 9%                        | 4%          | 2%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | 0%       | 0%               | 1%       | 1%    | *               | *     | *                | 0%                | 0%                   | 0%                  | 0%                    | 1%                        | 0%          | 3%                            |
| Not Tested                                       | 1%    | 1%        | 4%       | 3%               | 5%       | 4%    | *               | *     | *                | 0%                | 5%                   | 0%                  | 3%                    | 4%                        | 4%          | 3%                            |
| Absent   | 1%    | 1%        | 4%       | 3%               | 4%       | 4%    | *               | *     | *                | 0%                | 4%                   | 0%                  | 3%                    | 4%                        | 4%          | 3%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | *               | *     | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Accelerated Testers</b>                       |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| SAT/ACT Participant                              | 93%   | 93%       | 87%      | 94%              | 86%      | 81%   | -               | *     | -                | *                 | -                    | -                   | 87%                   | 86%                       | 85%         | *                             |
| <b>2022 STAAR Participation (All Grades)</b>     |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>All Tests</b>                                 |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | 97%      | 97%              | 97%      | 98%   | 98%             | 100%  | 100%             | 98%               | 97%                  | 96%                 | 98%                   | 96%                       | 97%         | 99%                           |
| Included in Accountability                       | 93%   | 93%       | 92%      | 92%              | 91%      | 93%   | 80%             | 96%   | 0%               | 92%               | 93%                  | 95%                 | 96%                   | 83%                       | 93%         | 90%                           |
| Not Included in Accountability: Mobile           | 5%    | 4%        | 5%       | 5%               | 4%       | 4%    | 17%             | 4%    | 100%             | 6%                | 3%                   | 2%                  | 2%                    | 11%                       | 3%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 2%        | 1%       | 0%               | 2%       | 0%    | 0%              | 0%    | 0%               | 0%                | 1%                   | 0%                  | 0%                    | 2%                        | 1%          | 5%                            |
| Not Tested                                       | 1%    | 1%        | 3%       | 3%               | 3%       | 2%    | 2%              | 0%    | 0%               | 2%                | 3%                   | 4%                  | 2%                    | 4%                        | 3%          | 1%                            |
| Absent   | 1%    | 1%        | 3%       | 3%               | 3%       | 2%    | 2%              | 0%    | 0%               | 2%                | 2%                   | 4%                  | 2%                    | 4%                        | 3%          | 1%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | 0%              | 0%    | 0%               | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Reading</b>                                   |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | 97%      | 97%              | 97%      | 98%   | 100%            | 100%  | *                | 99%               | 98%                  | 96%                 | 98%                   | 95%                       | 97%         | 99%                           |
| Included in Accountability                       | 92%   | 92%       | 92%      | 92%              | 91%      | 93%   | 87%             | 94%   | *                | 93%               | 93%                  | 95%                 | 95%                   | 82%                       | 93%         | 87%                           |
| Not Included in Accountability: Mobile           | 5%    | 4%        | 5%       | 5%               | 4%       | 5%    | 13%             | 6%    | *                | 5%                | 3%                   | 2%                  | 2%                    | 11%                       | 3%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 2%    | 3%        | 1%       | 0%               | 3%       | 0%    | 0%              | 0%    | *                | 0%                | 1%                   | 0%                  | 1%                    | 2%                        | 1%          | 8%                            |
| Not Tested                                       | 1%    | 1%        | 3%       | 3%               | 3%       | 2%    | 0%              | 0%    | *                | 1%                | 2%                   | 4%                  | 2%                    | 5%                        | 3%          | 1%                            |
| Absent   | 1%    | 1%        | 3%       | 3%               | 3%       | 2%    | 0%              | 0%    | *                | 1%                | 2%                   | 4%                  | 2%                    | 4%                        | 3%          | 1%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Mathematics</b>                               |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%       | 98%      | 98%              | 97%      | 98%   | 92%             | 100%  | *                | 98%               | 98%                  | 96%                 | 98%                   | 97%                       | 98%         | 98%                           |
| Included in Accountability                       | 93%   | 93%       | 92%      | 92%              | 92%      | 94%   | 69%             | 93%   | *                | 92%               | 94%                  | 94%                 | 96%                   | 84%                       | 94%         | 91%                           |

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Not Included in Accountability: Mobile           | 5%    | 5%        | 5%       | 6%               | 5%       | 4%    | 23%             | 7%    | *                | 6%                | 4%                   | 2%                  | 2%                    | 12%                       | 3%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | 0%       | 0%               | 1%       | 0%    | 0%              | 0%    | *                | 0%                | 1%                   | 0%                  | 0%                    | 1%                        | 0%          | 3%                            |
| Not Tested                                       | 1%    | 1%        | 2%       | 2%               | 3%       | 2%    | 8%              | 0%    | *                | 2%                | 2%                   | 4%                  | 2%                    | 3%                        | 2%          | 2%                            |
| Absent   | 1%    | 1%        | 2%       | 2%               | 2%       | 1%    | 8%              | 0%    | *                | 2%                | 2%                   | 4%                  | 2%                    | 3%                        | 2%          | 2%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Science</b>                                   |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 98%   | 98%       | 97%      | 97%              | 96%      | 97%   | 100%            | 100%  | *                | 99%               | 97%                  | 94%                 | 97%                   | 95%                       | 96%         | 98%                           |
| Included in Accountability                       | 93%   | 93%       | 92%      | 91%              | 92%      | 92%   | 78%             | 100%  | *                | 92%               | 93%                  | 94%                 | 96%                   | 82%                       | 93%         | 91%                           |
| Not Included in Accountability: Mobile           | 4%    | 4%        | 5%       | 5%               | 4%       | 5%    | 22%             | 0%    | *                | 7%                | 4%                   | 0%                  | 2%                    | 12%                       | 3%          | 4%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | 0%       | 0%               | 1%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 1%                        | 0%          | 3%                            |
| Not Tested                                       | 2%    | 2%        | 3%       | 3%               | 4%       | 3%    | 0%              | 0%    | *                | 1%                | 3%                   | 6%                  | 3%                    | 5%                        | 4%          | 2%                            |
| Absent   | 1%    | 1%        | 3%       | 3%               | 3%       | 3%    | 0%              | 0%    | *                | 1%                | 3%                   | 6%                  | 3%                    | 5%                        | 4%          | 2%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | 0%              | 0%    | *                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Social Studies</b>                            |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 98%   | 98%       | 95%      | 96%              | 95%      | 96%   | * 100%          | -     | -                | 93%               | 94%                  | 100%                | 96%                   | 93%                       | 95%         | 97%                           |
| Included in Accountability                       | 94%   | 94%       | 91%      | 91%              | 92%      | 93%   | * 100%          | -     | -                | 88%               | 91%                  | 100%                | 94%                   | 84%                       | 92%         | 92%                           |
| Not Included in Accountability: Mobile           | 4%    | 3%        | 4%       | 5%               | 3%       | 4%    | * 0%            | -     | -                | 5%                | 3%                   | 0%                  | 2%                    | 9%                        | 2%          | 2%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 1%        | 0%       | 0%               | 1%       | 0%    | * 0%            | -     | -                | 0%                | 1%                   | 0%                  | 0%                    | 1%                        | 0%          | 2%                            |
| Not Tested                                       | 2%    | 2%        | 5%       | 4%               | 5%       | 4%    | * 0%            | -     | -                | 7%                | 6%                   | 0%                  | 4%                    | 7%                        | 5%          | 3%                            |
| Absent   | 1%    | 2%        | 5%       | 4%               | 5%       | 4%    | * 0%            | -     | -                | 7%                | 6%                   | 0%                  | 4%                    | 7%                        | 5%          | 3%                            |
| Other  | 0%    | 0%        | 0%       | 0%               | 0%       | 0%    | * 0%            | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Accelerated Testers</b>                       |       |           |          |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| SAT/ACT Participant                              | 89%   | 90%       | 88%      | 93%              | 86%      | 86%   | -               | -     | -                | -                 | -                    | -                   | 90%                   | 67%                       | 93%         | *                             |

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Attendance Rate</b>                             |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 92.2% | 92.5%     | <b>89.6%</b> | 88.9%            | 89.8%    | 90.2% | 86.4%           | 89.4% | *                | 90.0%             | 89.2%      | 89.1%       | 91.3% |
| 2020-21  | 95.0% | 94.8%     | <b>91.9%</b> | 90.5%            | 92.1%    | 93.4% | 92.0%           | 93.8% | *                | 92.5%             | 90.5%      | 91.4%       | 93.0% |
| <b>Chronic Absenteeism</b>                         |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 25.7% | 24.1%     | <b>35.2%</b> | 38.5%            | 34.3%    | 33.2% | 50.0%           | 32.1% | *                | 30.7%             | 38.7%      | 36.8%       | 28.8% |
| 2020-21  | 15.0% | 15.4%     | <b>26.4%</b> | 33.5%            | 24.4%    | 20.8% | 27.8%           | 21.4% | *                | 25.8%             | 33.3%      | 28.2%       | 20.8% |
| <b>Annual Dropout Rate (Gr 7-8)</b>                |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 0.7%  | 0.9%      | <b>0.6%</b>  | 0.9%             | 0.3%     | 0.8%  | *               | 0.0%  | *                | 0.0%              | 0.8%       | 0.6%        | 0.7%  |
| 2020-21  | 0.9%  | 1.1%      | <b>2.4%</b>  | 3.5%             | 1.3%     | 2.5%  | 0.0%            | 0.0%  | -                | 7.1%              | 4.3%       | 2.6%        | 0.8%  |
| <b>Annual Dropout Rate (Gr 9-12)</b>               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.2%  | 2.3%      | <b>3.7%</b>  | 3.6%             | 4.1%     | 3.4%  | 0.0%            | 11.1% | -                | 1.1%              | 6.1%       | 4.4%        | 5.2%  |
| 2020-21  | 2.4%  | 2.4%      | <b>5.7%</b>  | 5.6%             | 5.7%     | 6.0%  | 0.0%            | 0.0%  | *                | 6.8%              | 6.6%       | 6.3%        | 5.3%  |
| <b>4-Year Longitudinal Rate (Gr 9-12)</b>          |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Class of 2022</b>                               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 89.7% | 89.1%     | <b>86.0%</b> | 89.7%            | 86.5%    | 80.8% | *               | *     | -                | 84.2%             | 85.0%      | 84.0%       | 76.5% |
| Received TxCHSE                                    | 0.3%  | 0.3%      | <b>0.5%</b>  | 0.0%             | 0.8%     | 0.8%  | *               | *     | -                | 0.0%              | 0.0%       | 0.4%        | 0.0%  |
| Continued HS                                       | 3.5%  | 3.7%      | <b>2.8%</b>  | 2.6%             | 2.3%     | 3.8%  | *               | *     | -                | 5.3%              | 1.7%       | 2.9%        | 8.8%  |
| Dropped Out  | 6.4%  | 6.9%      | <b>10.7%</b> | 7.7%             | 10.4%    | 14.6% | *               | *     | -                | 10.5%             | 13.3%      | 12.7%       | 14.7% |
| Graduates and TxCHSE                               | 90.0% | 89.4%     | <b>86.5%</b> | 89.7%            | 87.3%    | 81.5% | *               | *     | -                | 84.2%             | 85.0%      | 84.4%       | 76.5% |
| Graduates, TxCHSE, and Continuers                  | 93.6% | 93.1%     | <b>89.3%</b> | 92.3%            | 89.6%    | 85.4% | *               | *     | -                | 89.5%             | 86.7%      | 87.3%       | 85.3% |
| <b>Class of 2021</b>                               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 90.0% | 90.0%     | <b>84.5%</b> | 79.1%            | 87.7%    | 86.2% | *               | *     | *                | 100.0%            | 86.6%      | 83.6%       | 73.3% |
| Received TxCHSE                                    | 0.3%  | 0.2%      | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| Continued HS                                       | 3.9%  | 3.8%      | <b>2.0%</b>  | 1.8%             | 2.5%     | 1.2%  | *               | *     | *                | 0.0%              | 3.0%       | 2.3%        | 6.7%  |
| Dropped Out  | 5.8%  | 5.9%      | <b>13.5%</b> | 19.1%            | 9.9%     | 12.6% | *               | *     | *                | 0.0%              | 10.4%      | 14.1%       | 20.0% |
| Graduates and TxCHSE                               | 90.3% | 90.3%     | <b>84.5%</b> | 79.1%            | 87.7%    | 86.2% | *               | *     | *                | 100.0%            | 86.6%      | 83.6%       | 73.3% |
| Graduates, TxCHSE, and Continuers                  | 94.2% | 94.1%     | <b>86.5%</b> | 80.9%            | 90.1%    | 87.4% | *               | *     | *                | 100.0%            | 89.6%      | 85.9%       | 80.0% |
| <b>5-Year Extended Longitudinal Rate (Gr 9-12)</b> |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Class of 2021</b>                               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 92.2% | 92.3%     | <b>86.5%</b> | 82.2%            | 89.4%    | 86.8% | *               | *     | *                | 100.0%            | 91.4%      | 85.7%       | 82.8% |
| Received TxCHSE                                    | 0.4%  | 0.3%      | <b>0.3%</b>  | 0.5%             | 0.0%     | 0.6%  | *               | *     | *                | 0.0%              | 0.0%       | 0.4%        | 0.0%  |
| Continued HS                                       | 1.0%  | 1.1%      | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| Dropped Out  | 6.3%  | 6.3%      | <b>13.2%</b> | 17.4%            | 10.6%    | 12.6% | *               | *     | *                | 0.0%              | 8.6%       | 13.9%       | 17.2% |
| Graduates and TxCHSE                               | 92.7% | 92.6%     | <b>86.8%</b> | 82.6%            | 89.4%    | 87.4% | *               | *     | *                | 100.0%            | 91.4%      | 86.1%       | 82.8% |
| Graduates, TxCHSE, and Continuers                  | 93.7% | 93.7%     | <b>86.8%</b> | 82.6%            | 89.4%    | 87.4% | *               | *     | *                | 100.0%            | 91.4%      | 86.1%       | 82.8% |

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Class of 2020</b>   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 92.2% | 91.8%     | <b>89.2%</b> | 89.3%            | 90.0%    | 87.9% | *               | *     | *                | 75.0%             | 85.2%      | 88.3%       | 76.5% |
| Received TxCHSE  | 0.5%  | 0.4%      | <b>0.8%</b>  | 0.4%             | 0.4%     | 2.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.5%        | 0.0%  |
| Continued HS   | 1.1%  | 1.0%      | <b>0.3%</b>  | 0.0%             | 0.4%     | 0.7%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| Dropped Out  | 6.2%  | 6.7%      | <b>9.7%</b>  | 10.3%            | 9.1%     | 9.4%  | *               | *     | *                | 25.0%             | 14.8%      | 11.3%       | 23.5% |
| Graduates and TxCHSE   | 92.7% | 92.3%     | <b>90.0%</b> | 89.7%            | 90.4%    | 89.9% | *               | *     | *                | 75.0%             | 85.2%      | 88.7%       | 76.5% |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | 93.3%     | <b>90.3%</b> | 89.7%            | 90.9%    | 90.6% | *               | *     | *                | 75.0%             | 85.2%      | 88.7%       | 76.5% |
| <b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>                 |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Class of 2020</b>   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 92.7% | 92.3%     | <b>89.2%</b> | 88.9%            | 90.0%    | 88.6% | *               | *     | *                | 75.0%             | 83.9%      | 88.3%       | 76.5% |
| Received TxCHSE  | 0.5%  | 0.5%      | <b>0.8%</b>  | 0.4%             | 0.4%     | 2.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.5%        | 0.0%  |
| Continued HS   | 0.5%  | 0.5%      | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| Dropped Out  | 6.2%  | 6.8%      | <b>10.0%</b> | 10.7%            | 9.6%     | 9.4%  | *               | *     | *                | 25.0%             | 16.1%      | 11.3%       | 23.5% |
| Graduates and TxCHSE   | 93.2% | 92.8%     | <b>90.0%</b> | 89.3%            | 90.4%    | 90.6% | *               | *     | *                | 75.0%             | 83.9%      | 88.7%       | 76.5% |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | 93.2%     | <b>90.0%</b> | 89.3%            | 90.4%    | 90.6% | *               | *     | *                | 75.0%             | 83.9%      | 88.7%       | 76.5% |
| <b>Class of 2019</b>   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Graduated  | 92.6% | 91.8%     | <b>88.8%</b> | 88.5%            | 89.4%    | 89.4% | *               | *     | *                | 85.7%             | 85.3%      | 87.4%       | 92.3% |
| Received TxCHSE  | 0.6%  | 0.6%      | <b>0.8%</b>  | 0.9%             | 0.5%     | 1.2%  | *               | *     | *                | 0.0%              | 1.3%       | 1.2%        | 0.0%  |
| Continued HS   | 0.6%  | 0.6%      | <b>0.2%</b>  | 0.0%             | 0.0%     | 0.6%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| Dropped Out  | 6.2%  | 7.0%      | <b>10.3%</b> | 10.7%            | 10.2%    | 8.8%  | *               | *     | *                | 14.3%             | 13.3%      | 11.5%       | 7.7%  |
| Graduates and TxCHSE   | 93.2% | 92.4%     | <b>89.6%</b> | 89.3%            | 89.8%    | 90.6% | *               | *     | *                | 85.7%             | 86.7%      | 88.5%       | 92.3% |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | 93.0%     | <b>89.7%</b> | 89.3%            | 89.8%    | 91.2% | *               | *     | *                | 85.7%             | 86.7%      | 88.5%       | 92.3% |
| <b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b> |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2022  | 89.7% | 89.1%     | <b>80.8%</b> | 83.4%            | 80.0%    | 79.7% | *               | *     | -                | 80.0%             | 68.4%      | 78.0%       | 70.3% |
| Class of 2021  | 90.0% | 90.0%     | <b>82.1%</b> | 77.2%            | 84.0%    | 84.7% | *               | *     | *                | 100.0%            | 78.7%      | 81.0%       | 71.9% |
| <b>RHSP/DAP Graduates (Longitudinal Rate)</b>                      |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2022  | 59.5% | 76.5%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Class of 2021  | 87.5% | 98.8%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-E Graduates (Longitudinal Rate)</b>                        |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2022  | 3.7%  | 3.3%      | <b>11.5%</b> | 14.3%            | 12.5%    | 6.7%  | -               | *     | -                | 0.0%              | 35.3%      | 13.5%       | 15.4% |
| Class of 2021  | 3.8%  | 3.9%      | <b>6.1%</b>  | 5.2%             | 6.6%     | 6.3%  | *               | *     | *                | 14.3%             | 19.0%      | 6.5%        | 27.3% |
| <b>FHSP-DLA Graduates (Longitudinal Rate)</b>                      |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2022  | 84.3% | 82.5%     | <b>84.3%</b> | 82.3%            | 83.0%    | 89.5% | -               | *     | -                | 93.8%             | 52.9%      | 82.0%       | 73.1% |
| Class of 2021  | 81.9% | 80.1%     | <b>86.2%</b> | 86.2%            | 85.9%    | 86.8% | *               | *     | *                | 71.4%             | 55.2%      | 84.8%       | 63.6% |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>      |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|   | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2022   | 88.0% | 85.8%     | <b>95.8%</b> | 96.6%            | 95.5%    | 96.2% | -               | *     | -                | 93.8%             | 88.2%      | 95.5%       | 88.5% |
| Class of 2021   | 85.7% | 84.1%     | <b>92.3%</b> | 91.4%            | 92.5%    | 93.1% | *               | *     | *                | 85.7%             | 74.1%      | 91.2%       | 90.9% |
| <b>RHSP/DAP Graduates (Annual Rate)</b>                 |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22   | 23.6% | 25.8%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| 2020-21   | 43.8% | 55.8%     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-E Graduates (Annual Rate)</b>                   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22   | 3.9%  | 3.3%      | <b>11.9%</b> | 13.4%            | 13.3%    | 7.3%  | -               | *     | -                | 5.9%              | 31.7%      | 13.9%       | 21.4% |
| 2020-21   | 3.8%  | 3.9%      | <b>5.9%</b>  | 5.5%             | 6.0%     | 6.0%  | *               | *     | *                | 14.3%             | 18.2%      | 6.5%        | 22.7% |
| <b>FHSP-DLA Graduates (Annual Rate)</b>                 |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22   | 82.3% | 80.3%     | <b>81.5%</b> | 79.0%            | 80.7%    | 87.2% | -               | *     | -                | 88.2%             | 45.0%      | 79.5%       | 67.9% |
| 2020-21   | 80.4% | 78.6%     | <b>84.3%</b> | 82.9%            | 85.6%    | 83.9% | *               | *     | *                | 71.4%             | 48.5%      | 82.6%       | 68.2% |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b> |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22   | 86.0% | 83.6%     | <b>93.4%</b> | 92.5%            | 94.0%    | 94.5% | -               | *     | -                | 94.1%             | 76.7%      | 93.4%       | 89.3% |
| 2020-21   | 84.1% | 82.4%     | <b>90.2%</b> | 88.4%            | 91.7%    | 89.9% | *               | *     | *                | 85.7%             | 66.7%      | 89.1%       | 90.9% |

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | District<br>Count | District<br>Percent | State<br>Count | State<br>Percent |
|--|-------------------|---------------------|----------------|------------------|
| <b>Graduates (2021-22 Annual Graduates)</b>                |                   |                     |                |                  |
| Total Graduates  | 546               | 100.0%              | 368,686        | 100.0%           |
| <b>By Ethnicity:</b>                                       |                   |                     |                |                  |
| African American   | 186               | 34.1%               | 45,227         | 12.3%            |
| Hispanic   | 233               | 42.7%               | 191,125        | 51.8%            |
| White  | 109               | 20.0%               | 103,171        | 28.0%            |
| American Indian  | 0                 | 0.0%                | 1,159          | 0.3%             |
| Asian  | 1                 | 0.2%                | 18,794         | 5.1%             |
| Pacific Islander   | 0                 | 0.0%                | 569            | 0.2%             |
| Two or More Races  | 17                | 3.1%                | 8,641          | 2.3%             |
| <b>By Graduation Type:</b>                                 |                   |                     |                |                  |
| Minimum H.S. Program                                       | 0                 | 0.0%                | 433            | 0.1%             |
| Recommended H.S. Program/Distinguished Achievement Program | 0                 | 0.0%                | 134            | 0.0%             |
| Foundation H.S. Program (No Endorsement)                   | 36                | 6.6%                | 51,023         | 13.8%            |
| Foundation H.S. Program (Endorsement)                      | 65                | 11.9%               | 14,179         | 3.8%             |
| Foundation H.S. Program (DLA)                              | 445               | 81.5%               | 302,917        | 82.2%            |
| Special Education Graduates                                | 60                | 11.0%               | 32,447         | 8.8%             |
| Economically Disadvantaged Graduates                       | 396               | 72.5%               | 194,571        | 52.8%            |
| Emergent Bilingual (EB)/English Learner (EL) Graduates     | 28                | 5.1%                | 40,398         | 11.0%            |
| At-Risk Graduates  | 270               | 49.5%               | 159,689        | 43.3%            |
| CTE Completers   | 120               | 22.0%               | 107,502        | 29.2%            |

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

| Academic Year  | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>College, Career, and Military Ready Graduates (Student Achievement)</b> |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>College, Career, or Military Ready (Annual Graduates)</b>               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 70.0% | 66.7%     | <b>65.0%</b> | 59.7%            | 63.1%    | 78.0% | -               | *     | -                | 70.6%             | 93.3%      | 62.4%       | 46.4% |
| 2020-21  | 65.2% | 61.9%     | <b>64.5%</b> | 57.5%            | 63.0%    | 76.5% | *               | *     | *                | 42.9%             | 93.9%      | 60.7%       | 50.0% |
| <b>College Ready Graduates</b>   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>College Ready (Annual Graduates)</b>                                    |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 52.9% | 51.5%     | <b>37.4%</b> | 33.9%            | 34.8%    | 49.5% | -               | *     | -                | 35.3%             | 10.0%      | 31.8%       | 10.7% |
| 2020-21  | 52.7% | 50.2%     | <b>40.7%</b> | 30.4%            | 43.5%    | 49.7% | *               | *     | *                | 28.6%             | 4.5%       | 36.6%       | 22.7% |
| <b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>  |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 57.1% | 55.2%     | <b>37.4%</b> | 31.7%            | 35.2%    | 51.4% | -               | *     | -                | 41.2%             | 6.7%       | 31.1%       | 14.3% |
| 2020-21  | 56.1% | 52.0%     | <b>30.7%</b> | 17.7%            | 35.6%    | 39.6% | *               | *     | *                | 28.6%             | 3.0%       | 27.9%       | 0.0%  |
| <b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>            |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 48.2% | 47.5%     | <b>50.2%</b> | 40.3%            | 54.1%    | 57.8% | -               | *     | -                | 58.8%             | 30.0%      | 47.5%       | 32.1% |
| 2020-21  | 45.7% | 43.0%     | <b>50.7%</b> | 39.8%            | 56.5%    | 55.0% | *               | *     | *                | 57.1%             | 21.2%      | 47.5%       | 31.8% |
| <b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>          |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 42.2% | 41.1%     | <b>24.7%</b> | 17.7%            | 24.9%    | 36.7% | -               | *     | -                | 23.5%             | 1.7%       | 19.4%       | 0.0%  |
| 2020-21  | 40.4% | 37.7%     | <b>25.2%</b> | 13.8%            | 29.6%    | 32.9% | *               | *     | *                | 28.6%             | 3.0%       | 22.5%       | 0.0%  |
| <b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>              |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 20.5% | 24.0%     | <b>3.5%</b>  | 1.6%             | 3.9%     | 6.4%  | -               | *     | -                | 0.0%              | 0.0%       | 2.3%        | 0.0%  |
| 2020-21  | 21.3% | 24.9%     | <b>6.4%</b>  | 1.7%             | 6.9%     | 10.7% | *               | *     | *                | 0.0%              | 0.0%       | 4.7%        | 0.0%  |
| <b>Associate Degree (Annual Graduates)</b>                                 |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.4%  | 2.2%      | <b>0.7%</b>  | 0.5%             | 0.9%     | 0.9%  | -               | *     | -                | 0.0%              | 0.0%       | 0.8%        | 0.0%  |
| 2020-21  | 2.6%  | 2.4%      | <b>7.1%</b>  | 2.8%             | 9.3%     | 8.7%  | *               | *     | *                | 14.3%             | 1.5%       | 5.8%        | 0.0%  |
| <b>Dual Course Credits in Any Subject (Annual Graduates)</b>               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 24.0% | 20.6%     | <b>21.1%</b> | 21.5%            | 19.7%    | 22.9% | -               | *     | -                | 23.5%             | 6.7%       | 16.7%       | 10.7% |
| 2020-21  | 25.9% | 22.2%     | <b>25.9%</b> | 21.0%            | 26.9%    | 30.9% | *               | *     | *                | 14.3%             | 3.0%       | 21.9%       | 22.7% |
| <b>Onramps Course Credits (Annual Graduates)</b>                           |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 4.4%  | 2.2%      | <b>6.0%</b>  | 10.2%            | 3.4%     | 2.8%  | -               | *     | -                | 17.6%             | 1.7%       | 6.6%        | 3.6%  |
| 2020-21  | 4.4%  | 2.0%      | <b>0.2%</b>  | 0.0%             | 0.0%     | 0.7%  | *               | *     | *                | 0.0%              | 0.0%       | 0.2%        | 0.0%  |
| <b>Career / Military Ready Graduates</b>                                   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Career or Military Ready (Annual Graduates)</b>                         |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 33.5% | 29.7%     | <b>41.2%</b> | 35.5%            | 42.1%    | 47.7% | -               | *     | -                | 52.9%             | 93.3%      | 41.4%       | 35.7% |
| 2020-21  | 24.2% | 22.1%     | <b>33.9%</b> | 32.6%            | 30.6%    | 41.6% | *               | *     | *                | 28.6%             | 93.9%      | 33.0%       | 31.8% |
| <b>Approved Industry-Based Certification (Annual Graduates)</b>            |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 28.0% | 24.5%     | <b>34.2%</b> | 23.7%            | 38.6%    | 41.3% | -               | *     | -                | 47.1%             | 31.7%      | 33.3%       | 28.6% |



Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

| Academic Year  | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21  | 18.4% | 16.8%     | <b>25.0%</b> | 18.2%            | 25.0%    | 34.2% | *               | *     | *                | 14.3%             | 18.2%      | 23.2%       | 27.3% |
| <b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>   |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 0.7%  | 0.5%      | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| 2020-21  | 0.7%  | 0.4%      | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | *                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
| <b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>  |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.5%  | 2.6%      | <b>3.1%</b>  | 5.9%             | 1.3%     | 2.8%  | -               | *     | -                | 0.0%              | 26.7%      | 3.3%        | 3.6%  |
| 2020-21  | 2.4%  | 2.3%      | <b>4.1%</b>  | 5.5%             | 2.3%     | 5.4%  | *               | *     | *                | 0.0%              | 34.8%      | 4.9%        | 0.0%  |
| <b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b> |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 5.0%  | 4.4%      | <b>8.4%</b>  | 10.2%            | 3.9%     | 14.7% | -               | *     | -                | 11.8%             | 76.7%      | 9.6%        | 7.1%  |
| 2020-21  | 4.4%  | 4.0%      | <b>7.9%</b>  | 12.2%            | 4.2%     | 8.1%  | *               | *     | *                | 14.3%             | 66.7%      | 8.3%        | 4.5%  |

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|  | Academic Year | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>               |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Reading  | 2021-22       | 22.8% | 15.6%     | <b>17.6%</b> | 5.9%             | 23.2%    | 27.5% | -               | *     | -                | 5.9%              | 1.7%       | 11.1%       | 3.6%  |
|  | 2020-21       | 25.9% | 17.6%     | <b>17.7%</b> | 8.8%             | 22.7%    | 21.5% | *               | *     | *                | 14.3%             | 3.0%       | 15.8%       | 0.0%  |
| Mathematics  | 2021-22       | 18.7% | 14.4%     | <b>14.1%</b> | 7.5%             | 16.7%    | 20.2% | -               | *     | -                | 11.8%             | 1.7%       | 10.1%       | 0.0%  |
|  | 2020-21       | 19.4% | 14.6%     | <b>13.4%</b> | 8.8%             | 15.7%    | 15.4% | *               | *     | *                | 14.3%             | 1.5%       | 12.3%       | 0.0%  |
| Both Subjects  | 2021-22       | 12.6% | 8.0%      | <b>9.3%</b>  | 2.2%             | 12.9%    | 14.7% | -               | *     | -                | 5.9%              | 0.0%       | 5.3%        | 0.0%  |
|  | 2020-21       | 14.4% | 9.5%      | <b>9.8%</b>  | 3.9%             | 12.5%    | 12.8% | *               | *     | *                | 14.3%             | 1.5%       | 8.7%        | 0.0%  |
| <b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b> |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| English Language Arts  | 2021-22       | 11.7% | 8.5%      | <b>12.3%</b> | 19.4%            | 6.4%     | 11.0% | -               | *     | -                | 23.5%             | 5.0%       | 14.4%       | 7.1%  |
|  | 2020-21       | 8.6%  | 5.5%      | <b>8.9%</b>  | 4.4%             | 11.1%    | 11.4% | *               | *     | *                | 14.3%             | 0.0%       | 8.5%        | 0.0%  |
| Mathematics  | 2021-22       | 14.0% | 11.7%     | <b>35.9%</b> | 33.9%            | 36.9%    | 35.8% | -               | *     | -                | 47.1%             | 30.0%      | 37.9%       | 32.1% |
|  | 2020-21       | 10.3% | 6.7%      | <b>35.9%</b> | 30.9%            | 39.8%    | 35.6% | *               | *     | *                | 42.9%             | 19.7%      | 34.8%       | 27.3% |
| Both Subjects  | 2021-22       | 7.5%  | 5.6%      | <b>7.3%</b>  | 10.2%            | 3.9%     | 9.2%  | -               | *     | -                | 11.8%             | 1.7%       | 8.6%        | 0.0%  |
|  | 2020-21       | 4.9%  | 2.8%      | <b>8.4%</b>  | 4.4%             | 10.6%    | 10.1% | *               | *     | *                | 14.3%             | 0.0%       | 8.0%        | 0.0%  |
| <b>AP/IB Results (Participation) (Grades 11-12)</b>                              |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects   | 2022          | 23.0% | 25.5%     | <b>4.3%</b>  | 3.1%             | 4.6%     | 5.3%  | *               | *     | -                | 5.7%              | 0.0%       | 3.7%        | 4.3%  |
|  | 2021          | 21.1% | 23.9%     | <b>4.4%</b>  | 3.2%             | 4.8%     | 5.0%  | 12.5%           | *     | *                | 0.0%              | 0.0%       | 3.2%        | 6.3%  |
| English Language Arts  | 2022          | 13.2% | 14.3%     | <b>1.5%</b>  | 0.6%             | 2.3%     | 0.9%  | *               | *     | -                | 2.9%              | 0.0%       | 1.2%        | 2.9%  |
|  | 2021          | 12.1% | 13.7%     | <b>2.2%</b>  | 2.0%             | 2.0%     | 3.0%  | 0.0%            | *     | *                | 0.0%              | 0.0%       | 1.9%        | 0.0%  |
| Mathematics  | 2022          | 6.9%  | 8.2%      | <b>0.3%</b>  | 0.0%             | 0.2%     | 0.9%  | *               | *     | -                | 0.0%              | 0.0%       | 0.1%        | 0.0%  |
|  | 2021          | 6.1%  | 7.5%      | <b>0.8%</b>  | 0.0%             | 0.9%     | 1.3%  | 12.5%           | *     | *                | 0.0%              | 0.0%       | 0.5%        | 0.0%  |
| Science  | 2022          | 9.6%  | 11.0%     | <b>0.3%</b>  | 0.3%             | 0.4%     | 0.0%  | *               | *     | -                | 0.0%              | 0.0%       | 0.2%        | 0.0%  |
|  | 2021          | 8.7%  | 9.9%      | <b>1.2%</b>  | 0.7%             | 1.3%     | 1.3%  | 0.0%            | *     | *                | 0.0%              | 0.0%       | 0.8%        | 0.0%  |
| Social Studies   | 2022          | 12.5% | 14.6%     | <b>3.2%</b>  | 2.9%             | 3.3%     | 3.5%  | *               | *     | -                | 2.9%              | 0.0%       | 2.8%        | 1.4%  |
|  | 2021          | 11.6% | 14.0%     | <b>2.3%</b>  | 2.0%             | 2.6%     | 2.6%  | 0.0%            | *     | *                | 0.0%              | 0.0%       | 1.8%        | 4.2%  |
| <b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>                  |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects   | 2022          | 53.3% | 54.5%     | <b>21.3%</b> | 0.0%             | 22.7%    | 33.3% | -               | -     | -                | *                 | -          | 23.3%       | *     |
|  | 2021          | 48.6% | 51.3%     | <b>25.0%</b> | 15.4%            | 31.8%    | 20.0% | *               | -     | *                | -                 | -          | 25.8%       | *     |
| English Language Arts  | 2022          | 53.2% | 53.6%     | <b>12.5%</b> | *                | 9.1%     | *     | -               | -     | -                | *                 | -          | 10.0%       | *     |
|  | 2021          | 42.7% | 44.9%     | <b>19.2%</b> | 12.5%            | 33.3%    | 11.1% | -               | -     | -                | -                 | -          | 16.7%       | -     |
| Mathematics  | 2022          | 50.4% | 51.9%     | *            | -                | *        | *     | -               | -     | -                | -                 | -          | *           | -     |
|  | 2021          | 49.4% | 51.4%     | <b>30.0%</b> | -                | *        | *     | *               | -     | *                | -                 | -          | 20.0%       | -     |
| Science  | 2022          | 44.7% | 47.2%     | *            | *                | *        | -     | -               | -     | -                | -                 | -          | *           | -     |
|  | 2021          | 41.4% | 44.4%     | <b>7.1%</b>  | *                | 16.7%    | *     | -               | -     | *                | -                 | -          | 0.0%        | -     |

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|   | Academic Year | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies                              | 2022          | 41.9% | 44.3%     | <b>22.9%</b> | 0.0%             | 25.0%    | 37.5% | -               | -     | -                | *                 | -          | 26.1%       | *     |
|   | 2021          | 42.2% | 45.3%     | <b>17.9%</b> | 12.5%            | 25.0%    | 12.5% | -               | -     | -                | -                 | -          | 23.5%       | *     |
| <b>SAT/ACT Results (Annual Graduates)</b>   |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Tested                                      | 2021-22       | 71.5% | 77.2%     | <b>65.0%</b> | 58.6%            | 65.2%    | 74.3% | -               | *     | -                | 70.6%             | 38.7%      | 60.7%       | 64.3% |
|   | 2020-21       | 70.8% | 78.0%     | <b>24.6%</b> | 30.9%            | 20.4%    | 23.5% | *               | *     | *                | 14.3%             | 13.6%      | 23.0%       | 18.2% |
| At/Above Criterion for All Examinees        | 2021-22       | 32.1% | 33.9%     | <b>10.1%</b> | 7.3%             | 9.2%     | 17.3% | -               | *     | -                | 0.0%              | 0.0%       | 7.1%        | 0.0%  |
|   | 2020-21       | 32.9% | 33.5%     | <b>20.3%</b> | 3.6%             | 27.3%    | 40.0% | *               | -     | -                | *                 | 0.0%       | 17.5%       | *     |
| <b>Average SAT Score (Annual Graduates)</b> |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2021-22       | 1001  | 1000      | <b>876</b>   | 840              | 884      | 916   | -               | -     | -                | 853               | 750        | 856         | 783   |
|   | 2020-21       | 1002  | 1000      | <b>934</b>   | 845              | 955      | 1050  | 980             | -     | -                | 850               | 707        | 912         | 835   |
| English Language Arts and Writing           | 2021-22       | 506   | 503       | <b>439</b>   | 420              | 442      | 462   | -               | -     | -                | 438               | 373        | 428         | 384   |
|   | 2020-21       | 504   | 501       | <b>476</b>   | 423              | 487      | 546   | 500             | -     | -                | 460               | 357        | 465         | 415   |
| Mathematics                                 | 2021-22       | 496   | 497       | <b>437</b>   | 420              | 443      | 454   | -               | -     | -                | 415               | 377        | 428         | 399   |
|   | 2020-21       | 498   | 499       | <b>458</b>   | 423              | 468      | 504   | 480             | -     | -                | 390               | 350        | 448         | 420   |
| <b>Average ACT Score (Annual Graduates)</b> |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2021-22       | 19.5  | 20.7      | <b>17.3</b>  | 17.9             | 15.7     | 21.4  | -               | *     | -                | *                 | *          | 16.9        | *     |
|   | 2020-21       | 20.0  | 20.4      | <b>18.5</b>  | 16.5             | 19.3     | 24.0  | 15.0            | -     | -                | -                 | -          | 17.5        | -     |
| English Language Arts                       | 2021-22       | 19.2  | 20.5      | <b>16.0</b>  | 16.2             | 14.2     | 21.2  | -               | *     | -                | *                 | *          | 14.9        | *     |
|   | 2020-21       | 19.6  | 19.9      | <b>17.9</b>  | 16.1             | 18.8     | 23.3  | 13.0            | -     | -                | -                 | -          | 16.5        | -     |
| Mathematics                                 | 2021-22       | 19.3  | 20.4      | <b>18.4</b>  | 19.0             | 17.1     | 21.6  | -               | *     | -                | *                 | *          | 18.4        | *     |
|   | 2020-21       | 19.9  | 20.5      | <b>18.3</b>  | 16.7             | 18.3     | 24.5  | 16.0            | -     | -                | -                 | -          | 17.4        | -     |
| Science                                     | 2021-22       | 19.8  | 21.0      | <b>18.4</b>  | 19.4             | 16.9     | 21.4  | -               | *     | -                | *                 | *          | 18.5        | *     |
|   | 2020-21       | 20.3  | 20.7      | <b>19.5</b>  | 16.5             | 20.8     | 25.0  | 18.0            | -     | -                | -                 | -          | 19.0        | -     |

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|   | Academic Year | State | Region 04 | District     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>   |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Any Subject   | 2021-22       | 44.2% | 44.7%     | <b>26.1%</b> | 26.3%            | 25.0%    | 28.6% | 0.0%            | 12.5% | -                | 26.2%             | 8.5%       | 22.8%       | 16.5% |
|   | 2020-21       | 42.5% | 39.7%     | <b>30.1%</b> | 27.6%            | 26.5%    | 41.2% | 21.1%           | 27.3% | *                | 20.8%             | 9.7%       | 26.9%       | 14.6% |
| English Language Arts   | 2021-22       | 16.6% | 18.5%     | <b>6.1%</b>  | 6.0%             | 5.6%     | 8.3%  | 0.0%            | 0.0%  | -                | 3.6%              | 0.8%       | 4.7%        | 1.1%  |
|   | 2020-21       | 16.3% | 16.2%     | <b>7.1%</b>  | 5.7%             | 6.2%     | 11.5% | 0.0%            | 0.0%  | *                | 5.7%              | 1.5%       | 5.8%        | 1.3%  |
| Mathematics   | 2021-22       | 19.9% | 20.2%     | <b>13.1%</b> | 12.2%            | 12.2%    | 16.6% | 0.0%            | 12.5% | -                | 12.0%             | 4.2%       | 10.8%       | 5.6%  |
|   | 2020-21       | 19.3% | 17.8%     | <b>8.4%</b>  | 9.1%             | 6.4%     | 11.0% | 11.1%           | 0.0%  | *                | 7.8%              | 1.1%       | 7.8%        | 3.8%  |
| Science   | 2021-22       | 21.1% | 19.4%     | <b>14.3%</b> | 16.7%            | 13.1%    | 14.8% | 0.0%            | 0.0%  | -                | 8.5%              | 3.4%       | 12.7%       | 8.6%  |
|   | 2020-21       | 20.6% | 17.2%     | <b>16.6%</b> | 17.2%            | 14.4%    | 20.4% | 16.7%           | 0.0%  | *                | 13.5%             | 6.3%       | 15.4%       | 9.7%  |
| Social Studies  | 2021-22       | 22.8% | 23.2%     | <b>6.8%</b>  | 4.9%             | 6.7%     | 9.8%  | 0.0%            | 0.0%  | -                | 7.5%              | 0.4%       | 4.9%        | 0.6%  |
|   | 2020-21       | 22.8% | 21.5%     | <b>12.6%</b> | 7.5%             | 11.5%    | 22.2% | 6.3%            | 22.2% | *                | 8.0%              | 1.1%       | 9.6%        | 1.9%  |
| <b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>                           |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
|   | 2020-21       | 46.7% | 49.3%     | <b>41.4%</b> | 40.3%            | 39.4%    | 47.0% | *               | *     | *                | 28.6%             | 16.7%      | 35.7%       | 18.2% |
|   | 2019-20       | 46.1% | 46.7%     | <b>38.9%</b> | 35.5%            | 33.8%    | 53.9% | *               | *     | *                | 28.6%             | 14.9%      | 31.3%       | 13.3% |
| <b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b> |               |       |           |              |                  |          |       |                 |       |                  |                   |            |             |       |
|   | 2020-21       | -     | -         | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|   | 2019-20       | -     | -         | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

| Student Information                           | ----- Membership ----- |         |                   |         | ----- Enrollment ----- |         |                   |         |
|---|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
|   | --- District ---       |         | ----- State ----- |         | --- District ---       |         | ----- State ----- |         |
|   | Count                  | Percent | Count             | Percent | Count                  | Percent | Count             | Percent |
| Total Students                                | 7,816                  | 100.0%  | 5,504,150         | 100.0%  | 7,890                  | 100.0%  | 5,518,432         | 100.0%  |
| <b>Students by Grade:</b>                     |                        |         |                   |         |                        |         |                   |         |
| Early Childhood Education                     | 15                     | 0.2%    | 17,201            | 0.3%    | 59                     | 0.7%    | 25,110            | 0.5%    |
| Pre-Kindergarten                              | 272                    | 3.5%    | 243,493           | 4.4%    | 272                    | 3.4%    | 244,284           | 4.4%    |
| Pre-Kindergarten: 3-year Old                  | 1                      | 0.0%    | 40,199            | 0.7%    | 1                      | 0.0%    | 40,535            | 0.7%    |
| Pre-Kindergarten: 4-year Old                  | 271                    | 3.5%    | 203,294           | 3.7%    | 271                    | 3.4%    | 203,749           | 3.7%    |
| Kindergarten                                  | 498                    | 6.4%    | 367,180           | 6.7%    | 498                    | 6.3%    | 367,633           | 6.7%    |
| Grade 1                                       | 557                    | 7.1%    | 399,048           | 7.2%    | 557                    | 7.1%    | 399,419           | 7.2%    |
| Grade 2                                       | 558                    | 7.1%    | 395,639           | 7.2%    | 558                    | 7.1%    | 395,969           | 7.2%    |
| Grade 3                                       | 544                    | 7.0%    | 393,583           | 7.2%    | 545                    | 6.9%    | 393,871           | 7.1%    |
| Grade 4                                       | 567                    | 7.3%    | 393,765           | 7.2%    | 567                    | 7.2%    | 394,020           | 7.1%    |
| Grade 5                                       | 577                    | 7.4%    | 395,111           | 7.2%    | 578                    | 7.3%    | 395,384           | 7.2%    |
| Grade 6                                       | 602                    | 7.7%    | 399,341           | 7.3%    | 602                    | 7.6%    | 399,557           | 7.2%    |
| Grade 7                                       | 603                    | 7.7%    | 409,362           | 7.4%    | 603                    | 7.6%    | 409,566           | 7.4%    |
| Grade 8                                       | 644                    | 8.2%    | 425,589           | 7.7%    | 645                    | 8.2%    | 425,758           | 7.7%    |
| Grade 9                                       | 742                    | 9.5%    | 477,875           | 8.7%    | 743                    | 9.4%    | 478,101           | 8.7%    |
| Grade 10                                      | 642                    | 8.2%    | 436,752           | 7.9%    | 642                    | 8.1%    | 437,002           | 7.9%    |
| Grade 11                                      | 518                    | 6.6%    | 385,894           | 7.0%    | 520                    | 6.6%    | 386,246           | 7.0%    |
| Grade 12                                      | 477                    | 6.1%    | 364,317           | 6.6%    | 501                    | 6.3%    | 366,512           | 6.6%    |
| <b>Ethnic Distribution:</b>                   |                        |         |                   |         |                        |         |                   |         |
| African American                              | 2,288                  | 29.3%   | 705,310           | 12.8%   | 2,315                  | 29.3%   | 706,775           | 12.8%   |
| Hispanic                                      | 3,602                  | 46.1%   | 2,915,219         | 53.0%   | 3,632                  | 46.0%   | 2,921,416         | 52.9%   |
| White   | 1,528                  | 19.5%   | 1,410,571         | 25.6%   | 1,540                  | 19.5%   | 1,416,240         | 25.7%   |
| American Indian                               | 16                     | 0.2%    | 17,920            | 0.3%    | 16                     | 0.2%    | 17,976            | 0.3%    |
| Asian   | 25                     | 0.3%    | 280,306           | 5.1%    | 25                     | 0.3%    | 280,742           | 5.1%    |
| Pacific Islander                              | 3                      | 0.0%    | 8,696             | 0.2%    | 3                      | 0.0%    | 8,718             | 0.2%    |
| Two or More Races                             | 354                    | 4.5%    | 166,128           | 3.0%    | 359                    | 4.6%    | 166,565           | 3.0%    |
| <b>Sex:</b>                                   |                        |         |                   |         |                        |         |                   |         |
| Female  | 3,823                  | 48.9%   | 2,688,496         | 48.8%   | 3,861                  | 48.9%   | 2,693,780         | 48.8%   |
| Male  | 3,993                  | 51.1%   | 2,815,654         | 51.2%   | 4,029                  | 51.1%   | 2,824,652         | 51.2%   |
| Economically Disadvantaged                    | 6,485                  | 83.0%   | 3,415,987         | 62.1%   | 6,551                  | 83.0%   | 3,421,217         | 62.0%   |
| Non-Educationally Disadvantaged               | 1,331                  | 17.0%   | 2,088,163         | 37.9%   | 1,339                  | 17.0%   | 2,097,215         | 38.0%   |
| Section 504 Students                          | 431                    | 5.5%    | 407,619           | 7.4%    | 431                    | 5.5%    | 407,904           | 7.4%    |
| EB Students/EL                                | 1,030                  | 13.2%   | 1,269,408         | 23.1%   | 1,039                  | 13.2%   | 1,270,533         | 23.0%   |
| Students w/ Disciplinary Placements (2021-22) | 364                    | 4.3%    | 87,162            | 1.5%    |                        |         |                   |         |

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

| Student Information  | ----- Membership ----- |         |                   |         | ----- Enrollment ----- |         |                   |         |
|--|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
|  | --- District ---       |         | ----- State ----- |         | --- District ---       |         | ----- State ----- |         |
|  | Count                  | Percent | Count             | Percent | Count                  | Percent | Count             | Percent |
| Students w/ Dyslexia   | 412                    | 5.3%    | 302,409           | 5.5%    | 412                    | 5.2%    | 302,615           | 5.5%    |
| Foster Care  | 16                     | 0.2%    | 13,415            | 0.2%    | 17                     | 0.2%    | 13,453            | 0.2%    |
| Homeless   | 256                    | 3.3%    | 72,534            | 1.3%    | 263                    | 3.3%    | 72,654            | 1.3%    |
| Immigrant  | 18                     | 0.2%    | 122,390           | 2.2%    | 18                     | 0.2%    | 122,504           | 2.2%    |
| Migrant  | 0                      | 0.0%    | 13,769            | 0.3%    | 0                      | 0.0%    | 13,810            | 0.3%    |
| Title I  | 5,235                  | 67.0%   | 3,555,650         | 64.6%   | 5,297                  | 67.1%   | 3,563,890         | 64.6%   |
| Military Connected   | 66                     | 0.8%    | 199,203           | 3.6%    | 66                     | 0.8%    | 199,325           | 3.6%    |
| At-Risk  | 4,303                  | 55.1%   | 2,935,164         | 53.3%   | 4,338                  | 55.0%   | 2,938,753         | 53.3%   |
| <b>Students by Instructional Program:</b>                        |                        |         |                   |         |                        |         |                   |         |
| Bilingual/ESL Education  | 996                    | 12.7%   | 1,278,846         | 23.2%   | 1,005                  | 12.7%   | 1,279,697         | 23.2%   |
| Career and Technical Education                                   | 1,707                  | 21.8%   | 1,459,380         | 26.5%   | 1,707                  | 21.6%   | 1,459,687         | 26.5%   |
| Career and Technical Education (9-12 grades only)                | 1,693                  | 71.2%   | 1,203,083         | 72.3%   | 1,693                  | 70.4%   | 1,203,363         | 72.2%   |
| Gifted and Talented Education                                    | 395                    | 5.1%    | 453,585           | 8.2%    | 395                    | 5.0%    | 453,689           | 8.2%    |
| Special Education  | 1,461                  | 18.7%   | 693,061           | 12.6%   | 1,493                  | 18.9%   | 702,785           | 12.7%   |
| <b>Students with Disabilities by Type of Primary Disability:</b> |                        |         |                   |         |                        |         |                   |         |
| Total Students with Disabilities                                 | 1,461                  |         | 693,060           |         |                        |         |                   |         |
| By Type of Primary Disability                                    |                        |         |                   |         |                        |         |                   |         |
| Students with Intellectual Disabilities                          | 750                    | 51.3%   | 305,800           | 44.1%   |                        |         |                   |         |
| Students with Physical Disabilities                              | 208                    | 14.2%   | 138,820           | 20.0%   |                        |         |                   |         |
| Students with Autism   | 235                    | 16.1%   | 107,586           | 15.5%   |                        |         |                   |         |
| Students with Behavioral Disabilities                            | 245                    | 16.8%   | 130,018           | 18.8%   |                        |         |                   |         |
| Students with Non-Categorical Early Childhood                    | 23                     | 1.6%    | 10,836            | 1.6%    |                        |         |                   |         |
| <b>Mobility (2021-22):</b>                                       |                        |         |                   |         |                        |         |                   |         |
| Total Mobile Students  | 1,720                  | 21.4%   | 893,031           | 16.8%   |                        |         |                   |         |
| By Ethnicity:  |                        |         |                   |         |                        |         |                   |         |
| African American   | 735                    | 9.1%    | 176,665           | 3.3%    |                        |         |                   |         |
| Hispanic   | 620                    | 7.7%    | 462,284           | 8.7%    |                        |         |                   |         |
| White  | 300                    | 3.7%    | 180,620           | 3.4%    |                        |         |                   |         |
| American Indian  | 5                      | 0.1%    | 3,221             | 0.1%    |                        |         |                   |         |
| Asian  | 6                      | 0.1%    | 38,716            | 0.7%    |                        |         |                   |         |
| Pacific Islander   | 4                      | 0.0%    | 2,067             | 0.0%    |                        |         |                   |         |
| Two or More Races  | 50                     | 0.6%    | 29,458            | 0.6%    |                        |         |                   |         |
| Count and Percent of Special Ed Students who are Mobile          | 347                    | 22.6%   | 131,925           | 18.6%   |                        |         |                   |         |
| Count and Percent of EB Students/EL who are Mobile               | 122                    | 13.6%   | 191,469           | 17.1%   |                        |         |                   |         |
| Count and Percent of Econ Dis Students who are Mobile            | 1,381                  | 21.0%   | 604,295           | 18.7%   |                        |         |                   |         |
| <b>Student Attrition (2021-22):</b>                              |                        |         |                   |         |                        |         |                   |         |
| Total Student Attrition  | 1,103                  | 20.2%   | 751,495           | 18.1%   |                        |         |                   |         |

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

| Student Information              | -Non-Special Education Rates- |       | -Special Education Rates- |       |
|----------------------------------|-------------------------------|-------|---------------------------|-------|
|                                  | District                      | State | District                  | State |
| <b>Retention Rates by Grade:</b> |                               |       |                           |       |
| Kindergarten                     | 1.0%                          | 1.5%  | 2.5%                      | 4.5%  |
| Grade 1                          | 3.9%                          | 2.5%  | 8.8%                      | 3.6%  |
| Grade 2                          | 1.5%                          | 1.6%  | 1.6%                      | 2.0%  |
| Grade 3                          | 1.5%                          | 0.8%  | 0.7%                      | 0.9%  |
| Grade 4                          | 0.2%                          | 0.5%  | 0.0%                      | 0.5%  |
| Grade 5                          | 0.0%                          | 0.3%  | 0.0%                      | 0.4%  |
| Grade 6                          | 0.0%                          | 0.3%  | 0.0%                      | 0.4%  |
| Grade 7                          | 0.4%                          | 0.4%  | 0.0%                      | 0.5%  |
| Grade 8                          | 0.4%                          | 0.4%  | 0.0%                      | 0.5%  |
| Grade 9                          | 19.2%                         | 8.7%  | 19.3%                     | 12.6% |

|                        | ---- District ---- |         | ----- State ----- |         |
|------------------------|--------------------|---------|-------------------|---------|
|                        | Count              | Percent | Count             | Percent |
| <b>Data Quality:</b>   |                    |         |                   |         |
| Underreported Students | 12                 | 0.3%    | 7,322             | 0.3%    |

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

| Class Size Information | District | State |
|------------------------|----------|-------|
| <b>Elementary:</b>     |          |       |
| Kindergarten           | 18.6     | 18.7  |
| Grade 1                | 20.6     | 19.1  |
| Grade 2                | 20.7     | 19.1  |
| Grade 3                | 20.5     | 19.3  |
| Grade 4                | 21.0     | 19.4  |
| Grade 5                | 22.3     | 20.8  |
| Grade 6                | 20.2     | 19.2  |
| <b>Secondary:</b>      |          |       |
| English/Language Arts  | 14.9     | 16.2  |
| Foreign Languages      | 23.4     | 18.8  |
| Mathematics            | 16.6     | 17.5  |
| Science                | 15.9     | 18.5  |
| Social Studies         | 17.5     | 18.9  |

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|   | ---- District ---- |         | ----- State ----- |         |
|---|--------------------|---------|-------------------|---------|
| Staff Information                             | Count              | Percent | Count             | Percent |
| Total Staff                                   | 1,252.7            | 100.0%  | 763,729.4         | 100.0%  |
| Professional Staff:                           | 744.1              | 59.4%   | 489,326.8         | 64.1%   |
| Teachers                                      | 531.8              | 42.5%   | 371,646.7         | 48.7%   |
| Professional Support                          | 134.5              | 10.7%   | 82,878.8          | 10.9%   |
| Campus Administration (School Leadership)     | 57.8               | 4.6%    | 25,300.5          | 3.3%    |
| Central Administration                        | 20.0               | 1.6%    | 9,500.8           | 1.2%    |
| Educational Aides:                            | 124.4              | 9.9%    | 86,185.9          | 11.3%   |
| Auxiliary Staff:                              | 384.3              | 30.7%   | 188,216.7         | 24.6%   |
| <b>Librarians and Counselors (Headcount):</b> |                    |         |                   |         |
| Full-time Librarians                          | 9.0                | n/a     | 4,258.0           | n/a     |
| Part-time Librarians                          | 2.0                | n/a     | 646.0             | n/a     |
| Full-time Counselors                          | 24.0               | n/a     | 13,815.0          | n/a     |
| Part-time Counselors                          | 0.0                | n/a     | 1,240.0           | n/a     |
| Total Minority Staff:                         | 717.1              | 57.2%   | 406,630.8         | 53.2%   |
| <b>Teachers by Ethnicity:</b>                 |                    |         |                   |         |
| African American                              | 166.5              | 31.3%   | 44,033.4          | 11.8%   |
| Hispanic                                      | 79.5               | 14.9%   | 110,015.9         | 29.6%   |
| White   | 272.3              | 51.2%   | 203,967.5         | 54.9%   |
| American Indian                               | 3.0                | 0.6%    | 1,274.2           | 0.3%    |
| Asian   | 6.5                | 1.2%    | 7,310.0           | 2.0%    |
| Pacific Islander                              | 0.0                | 0.0%    | 514.6             | 0.1%    |
| Two or More Races                             | 4.0                | 0.8%    | 4,531.1           | 1.2%    |
| <b>Teachers by Sex:</b>                       |                    |         |                   |         |
| Males   | 144.0              | 27.1%   | 90,752.5          | 24.4%   |
| Females                                       | 387.8              | 72.9%   | 280,894.2         | 75.6%   |
| <b>Teachers by Highest Degree Held:</b>       |                    |         |                   |         |
| No Degree                                     | 12.8               | 2.4%    | 7,591.2           | 2.0%    |
| Bachelors                                     | 387.8              | 72.9%   | 268,238.6         | 72.2%   |
| Masters                                       | 126.3              | 23.7%   | 92,878.9          | 25.0%   |
| Doctorate                                     | 5.0                | 0.9%    | 2,938.0           | 0.8%    |
| <b>Teachers by Years of Experience:</b>       |                    |         |                   |         |
| Beginning Teachers                            | 72.9               | 13.7%   | 36,179.6          | 9.7%    |
| 1-5 Years Experience                          | 150.5              | 28.3%   | 97,667.0          | 26.3%   |
| 6-10 Years Experience                         | 117.9              | 22.2%   | 76,209.5          | 20.5%   |
| 11-20 Years Experience                        | 124.0              | 23.3%   | 101,173.2         | 27.2%   |



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

|                                | ---- District ---- |         | ----- State ----- |         |
|--------------------------------|--------------------|---------|-------------------|---------|
| Staff Information              | Count              | Percent | Count             | Percent |
| 21-30 Years Experience         | 52.4               | 9.9%    | 49,550.0          | 13.3%   |
| Over 30 Years Experience       | 14.0               | 2.6%    | 10,867.4          | 2.9%    |
|                                |                    |         |                   |         |
| Number of Students per Teacher | 14.7               | n/a     | 14.8              | n/a     |

| Staff Information   | District  | State     |
|---|-----------|-----------|
| <b>Experience of Campus Leadership:</b>                                     |           |           |
| Average Years Experience of Principals                                      | 6.3       | 6.1       |
| Average Years Experience of Principals with District                        | 4.6       | 5.3       |
| Average Years Experience of Assistant Principals                            | 3.2       | 5.2       |
| Average Years Experience of Assistant Principals with District              | 2.4       | 4.4       |
|   |           |           |
| Average Years Experience of Teachers:                                       | 9.7       | 11.0      |
| Average Years Experience of Teachers with District:                         | 5.1       | 6.9       |
| <b>Average Teacher Salary by Years of Experience (regular duties only):</b> |           |           |
| Beginning Teachers  | \$58,811  | \$53,300  |
| 1-5 Years Experience  | \$59,820  | \$56,516  |
| 6-10 Years Experience   | \$61,476  | \$59,732  |
| 11-20 Years Experience  | \$63,256  | \$63,389  |
| 21-30 Years Experience  | \$66,643  | \$67,876  |
| Over 30 Years Experience  | \$64,821  | \$72,560  |
| <b>Average Actual Salaries (regular duties only):</b>                       |           |           |
| Teachers  | \$61,654  | \$60,717  |
| Professional Support  | \$74,429  | \$72,022  |
| Campus Administration (School Leadership)                                   | \$85,921  | \$85,167  |
| Central Administration  | \$115,841 | \$112,702 |
|   |           |           |
| Instructional Staff Percent:  | 56.8%     | 65.1%     |
|   |           |           |
| Turnover Rate for Teachers:   | 32.6%     | 21.4%     |
| <b>Staff Exclusions:</b>  |           |           |
| 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   |

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

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

|   | ----- District ----- |         | ----- State ----- |         |
|---|----------------------|---------|-------------------|---------|
| Program Information                             | Count                | Percent | Count             | Percent |
| <b>Teachers by Program (population served):</b> |                      |         |                   |         |
| Bilingual/ESL Education                         | 20.4                 | 3.8%    | 22,050.2          | 5.9%    |
| Career and Technical Education                  | 32.8                 | 6.2%    | 19,907.7          | 5.4%    |
| Compensatory Education                          | 14.8                 | 2.8%    | 11,928.5          | 3.2%    |
| Gifted and Talented Education                   | 0.0                  | 0.0%    | 6,181.8           | 1.7%    |
| Regular Education                               | 400.2                | 75.2%   | 262,398.5         | 70.6%   |
| Special Education                               | 62.6                 | 11.8%   | 36,110.2          | 9.7%    |
| Other   | 1.0                  | 0.2%    | 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.

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 2

PEIMS Financial Standard Report  
(2021-2022 Financial Actual Report)



**2022 - 2023 Budgeted Financial Data  
Totals for TEXAS CITY ISD (084906)  
Total Enrolled Membership: 7,816**

|  | District            |                |                 |                      |                |                 |
|--|---------------------|----------------|-----------------|----------------------|----------------|-----------------|
|  | General Fund        | %              | Per Student     | All Funds            | %              | Per Student     |
| <b>Revenues</b>  |                     |                |                 |                      |                |                 |
| <b>Operating Revenue</b>   |                     |                |                 |                      |                |                 |
| Local Property Tax from M&O (excluding recapture)  | \$62,706,288        | 68.22%         | \$8,023         | \$62,706,288         | 63.94%         | \$8,023         |
| State Operating Funds  | \$21,127,806        | 22.99%         | \$2,703         | \$21,290,945         | 21.71%         | \$2,724         |
| Federal Funds  | \$3,350,000         | 3.64%          | \$429           | \$9,061,733          | 9.24%          | \$1,159         |
| Other Local  | \$4,730,000         | 5.15%          | \$605           | \$5,012,867          | 5.11%          | \$641           |
| <b>Total Operating Revenue</b>   | <b>\$91,914,094</b> | <b>100.00%</b> | <b>\$11,760</b> | <b>\$98,071,833</b>  | <b>100.00%</b> | <b>\$12,548</b> |
| <b>Other Revenue</b>   |                     |                |                 |                      |                |                 |
| Local Property Tax from I&S  | \$0                 | 0.00%          | \$0             | \$23,636,057         | 99.37%         | \$3,024         |
| 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            | 0.63%          | \$19            |
| Other Receipts (excluding debt service financing)  | \$0                 | 0.00%          | \$0             | \$0                  | 0.00%          | \$0             |
| <b>Total Other Revenue</b>   | <b>\$0</b>          | <b>0.00%</b>   | <b>\$0</b>      | <b>\$23,786,057</b>  | <b>100.00%</b> | <b>\$3,043</b>  |
| <b>Subtotal: Operating and Other Revenue</b>   | <b>\$91,914,094</b> | <b>100.00%</b> | <b>\$11,760</b> | <b>\$121,857,890</b> | <b>100.00%</b> | <b>\$15,591</b> |
| <b>Recapture Revenue</b>   |                     |                |                 |                      |                |                 |
| Local Property Tax Recaptured  | \$991,466           | 100.00%        | \$127           | \$991,466            | 100.00%        | \$127           |
| <b>Total Recaptured Revenue</b>  | <b>\$991,466</b>    | <b>100.00%</b> | <b>\$127</b>    | <b>\$991,466</b>     | <b>100.00%</b> | <b>\$127</b>    |
| <b>Subtotal: Operating, Other and Recaptured Revenue</b>   | <b>\$92,905,560</b> | <b>100.00%</b> | <b>\$11,887</b> | <b>\$122,849,356</b> | <b>100.00%</b> | <b>\$15,718</b> |
| <b>Debt Service Financing and TRS Estimate Revenue</b>   |                     |                |                 |                      |                |                 |
| Debt Service Financing Related Revenue   | \$0                 | 0.00%          | \$0             | \$0                  | 0.00%          | \$0             |
| Estimated State TRS Contributions  | \$3,136,782         | 100.00%        | \$401           | \$3,173,031          | 100.00%        | \$406           |
| <b>Total Debt Service Financing and TRS Estimate Revenue</b>   | <b>\$3,136,782</b>  | <b>100.00%</b> | <b>\$401</b>    | <b>\$3,173,031</b>   | <b>100.00%</b> | <b>\$406</b>    |
| <b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b> | <b>\$95,050,876</b> | <b>100.00%</b> | <b>\$12,161</b> | <b>\$125,030,921</b> | <b>100.00%</b> | <b>\$15,997</b> |
| <b>Expenditures</b>  |                     |                |                 |                      |                |                 |
| <b>Operating Expenditures by Object (61xx-</b>   |                     |                |                 |                      |                |                 |
| Payroll Expenditures (Object 61xx)   | \$66,577,735        | 77.94%         | \$8,518         | \$69,211,961         | 75.77%         | \$8,855         |
| Professional & Contracted Services (Object 62xx)   | \$9,179,374         | 10.75%         | \$1,174         | \$9,271,649          | 10.15%         | \$1,186         |

**2022 - 2023 Budgeted Financial Data  
Totals for TEXAS CITY ISD (084906)  
Total Enrolled Membership: 7,816**

|  | District            |                |                 |                      |                |                 |
|--|---------------------|----------------|-----------------|----------------------|----------------|-----------------|
|  | General Fund        | %              | Per Student     | All Funds            | %              | Per Student     |
| Supplies & Materials (Object 63xx)                                     | \$4,511,299         | 5.28%          | \$577           | \$7,704,799          | 8.43%          | \$986           |
| Other Operating Expenditures (Object 64xx)                             | \$5,154,197         | 6.03%          | \$659           | \$5,162,197          | 5.65%          | \$660           |
| <b>Total Operating Expenditures by Object</b>                          | <b>\$85,422,605</b> | <b>100.00%</b> | <b>\$10,929</b> | <b>\$91,350,606</b>  | <b>100.00%</b> | <b>\$11,688</b> |
| <b>Non-Operating Expenditures by Object</b>                            |                     |                |                 |                      |                |                 |
| Capital Outlay (Object 61xx-64xx)                                      | \$74,757            | 15.93%         | \$10            | \$74,757             | 0.30%          | \$10            |
| Debt Services (Object 65xx)  | \$294,374           | 62.74%         | \$38            | \$24,080,431         | 98.20%         | \$3,081         |
| Capital Outlay (Object 66xx)   | \$100,071           | 21.33%         | \$13            | \$366,058            | 1.49%          | \$47            |
| <b>Total Non-Operating Expenditures by Object</b>                      | <b>\$469,202</b>    | <b>100.00%</b> | <b>\$60</b>     | <b>\$24,521,246</b>  | <b>100.00%</b> | <b>\$3,137</b>  |
| <b>Grand Total: Operating and Non-Operating Expenditures by Object</b> | <b>\$85,891,807</b> | <b>100.00%</b> | <b>\$10,989</b> | <b>\$115,871,852</b> | <b>100.00%</b> | <b>\$14,825</b> |
| <b>Operating Expenditures by Function (61xx-64xx only)</b>             |                     |                |                 |                      |                |                 |
| Instruction (Function 11,95)   | \$43,125,082        | 50.48%         | \$5,518         | \$43,125,082         | 47.21%         | \$5,518         |
| Instructional Resources & Media Services (Function 12)                 | \$951,199           | 1.11%          | \$122           | \$951,199            | 1.04%          | \$122           |
| Curriculum & Staff Development (Function 13)                           | \$858,233           | 1.00%          | \$110           | \$858,233            | 0.94%          | \$110           |
| Instructional Leadership (Function 21)                                 | \$1,173,428         | 1.37%          | \$150           | \$1,173,428          | 1.28%          | \$150           |
| School Leadership (Function 23)  | \$5,311,481         | 6.22%          | \$680           | \$5,311,481          | 5.81%          | \$680           |
| Guidance Counseling Services (Function 31)                             | \$2,459,189         | 2.88%          | \$315           | \$2,459,189          | 2.69%          | \$315           |
| Social Work Services (Function 32)                                     | \$161,992           | 0.19%          | \$21            | \$161,992            | 0.18%          | \$21            |
| Health Services (Function 33)  | \$834,353           | 0.98%          | \$107           | \$834,353            | 0.91%          | \$107           |
| Transportation (Function 34)   | \$3,315,977         | 3.88%          | \$424           | \$3,315,977          | 3.63%          | \$424           |
| Food Services (Function 35)  | \$0                 | 0.00%          | \$0             | \$5,928,001          | 6.49%          | \$758           |
| Extracurricular (Function 36)  | \$2,627,075         | 3.08%          | \$336           | \$2,627,075          | 2.88%          | \$336           |
| General Administration (Function 41,92)                                | \$3,367,195         | 3.94%          | \$431           | \$3,367,195          | 3.69%          | \$431           |
| Facilities Maintenance & Operations (Function 51)                      | \$15,426,137        | 18.06%         | \$1,974         | \$15,426,137         | 16.89%         | \$1,974         |
| Security & Monitoring Services (Function 52)                           | \$3,054,876         | 3.58%          | \$391           | \$3,054,876          | 3.34%          | \$391           |
| Data Processing Services (Function 53)                                 | \$2,733,458         | 3.20%          | \$350           | \$2,733,458          | 2.99%          | \$350           |
| Community Services (Function 61)                                       | \$22,930            | 0.03%          | \$3             | \$22,930             | 0.03%          | \$3             |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81)                        | \$0                 | 0.00%          | \$0             | \$0                  | 0.00%          | \$0             |
| <b>Total Operating Expenditures by Function</b>                        | <b>\$85,422,605</b> | <b>100.00%</b> | <b>\$10,929</b> | <b>\$91,350,606</b>  | <b>100.00%</b> | <b>\$11,688</b> |

**2022 - 2023 Budgeted Financial Data  
Totals for TEXAS CITY ISD (084906)  
Total Enrolled Membership: 7,816**

|   | District     |         |             |               |         |             |
|---|--------------|---------|-------------|---------------|---------|-------------|
|   | General Fund | %       | Per Student | All Funds     | %       | Per Student |
| <b>Non-Operating Expenditures by Function</b>   |              |         |             |               |         |             |
| Non-Operating Expenditures by Function (81) (61xx-64xx)                                   | \$74,757     | 15.93%  | \$10        | \$74,757      | 0.30%   | \$10        |
| Non-Operating Expenditures by Function (1x-9x) (65xx)                                     | \$294,374    | 62.74%  | \$38        | \$24,080,431  | 98.20%  | \$3,081     |
| Non-Operating Expenditures by Function (1x-9x) (66xx)                                     | \$100,071    | 21.33%  | \$13        | \$366,058     | 1.49%   | \$47        |
| <b>Total Non-Operating Expenditures by Function</b>                                       | \$469,202    | 100.00% | \$60        | \$24,521,246  | 100.00% | \$3,137     |
| <b>Grand Total: Operating and Non-Operating Expenditures by Function</b>                  | \$85,891,807 | 100.00% | \$10,989    | \$115,871,852 | 100.00% | \$14,825    |
| <b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>               |              |         |             |               |         |             |
| Basic Educational Services (PIC 11)   | \$32,805,602 | 38.40%  | \$4,197     | \$32,805,602  | 35.91%  | \$4,197     |
| Gifted and Talented (PIC 21)  | \$169,687    | 0.20%   | \$22        | \$169,687     | 0.19%   | \$22        |
| Career and Technical (PIC 22)   | \$3,470,700  | 4.06%   | \$444       | \$3,470,700   | 3.80%   | \$444       |
| Students with Disabilities (PICs 23,33)   | \$13,252,709 | 15.51%  | \$1,696     | \$13,252,709  | 14.51%  | \$1,696     |
| State Compensatory Education (PICs 24,26,28,29,30,34)                                     | \$3,260,416  | 3.82%   | \$417       | \$3,260,416   | 3.57%   | \$417       |
| Bilingual (PICs 25,35)  | \$483,080    | 0.57%   | \$62        | \$483,080     | 0.53%   | \$62        |
| 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)  | \$1,642,631  | 1.92%   | \$210       | \$1,642,631   | 1.80%   | \$210       |
| Dyslexia or Related Disorder Services (PIC 37)  | \$712,174    | 0.83%   | \$91        | \$712,174     | 0.78%   | \$91        |
| College, Career, and Military Readiness (CCMR) (PIC 38)                                   | \$24,530     | 0.03%   | \$3         | \$24,530      | 0.03%   | \$3         |
| Athletics/Related Activities (PIC 91)   | \$2,224,015  | 2.60%   | \$285       | \$2,224,015   | 2.43%   | \$285       |
| Un-Allocated (PIC 99)   | \$27,377,061 | 32.05%  | \$3,503     | \$33,305,062  | 36.46%  | \$4,261     |
| <b>Total Operating Expenditures by Program Intent Code (PIC)</b>                          | \$85,422,605 | 100.00% | \$10,929    | \$91,350,606  | 100.00% | \$11,688    |
| <b>Non-Operating Expenditures by PIC</b>  |              |         |             |               |         |             |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)                         | \$74,757     | 15.93%  | \$10        | \$74,757      | 0.30%   | \$10        |
| Non-Operating Expenditures by PIC (1x-9x) (65xx)  | \$294,374    | 62.74%  | \$38        | \$24,080,431  | 98.20%  | \$3,081     |
| Non-Operating Expenditures by PIC (1x-9x) (66xx)  | \$100,071    | 21.33%  | \$13        | \$366,058     | 1.49%   | \$47        |
| <b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>                      | \$469,202    | 100.00% | \$60        | \$24,521,246  | 100.00% | \$3,137     |
| <b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b> | \$85,891,807 | 100.00% | \$10,989    | \$115,871,852 | 100.00% | \$14,825    |

**2022 - 2023 Budgeted Financial Data  
Totals for TEXAS CITY ISD (084906)  
Total Enrolled Membership: 7,816**

|                                   | District            |                |                 |                      |                |                 |
|-----------------------------------|---------------------|----------------|-----------------|----------------------|----------------|-----------------|
|                                   | General Fund        | %              | Per Student     | All Funds            | %              | Per Student     |
| <b>Disbursements</b>              |                     |                |                 |                      |                |                 |
| <b>Total Disbursements</b>        |                     |                |                 |                      |                |                 |
| Operating Expenditures            | \$85,422,605        | 97.33%         | \$10,929        | \$91,350,606         | 77.58%         | \$11,688        |
| Recapture                         | \$991,466           | 1.10%          | \$127           | \$991,466            | 0.80%          | \$127           |
| Total Other Uses                  | \$0                 | 0.00%          | \$0             | \$0                  | 0.00%          | \$0             |
| Intergovernmental Charge          | \$884,475           | 1.01%          | \$113           | \$884,475            | 0.75%          | \$113           |
| Capital Outlay (Object 61xx-64xx) | \$74,757            | 0.09%          | \$10            | \$74,757             | 0.06%          | \$10            |
| Debt Service (Object 6500)        | \$294,374           | 0.34%          | \$38            | \$24,080,431         | 20.45%         | \$3,081         |
| Capital Projects (Object 6600)    | \$100,071           | 0.11%          | \$13            | \$366,058            | 0.31%          | \$47            |
| <b>Total Disbursements</b>        | <b>\$87,767,748</b> | <b>100.00%</b> | <b>\$11,229</b> | <b>\$117,747,793</b> | <b>100.00%</b> | <b>\$15,065</b> |

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 3 2022-2023 District Accreditation Status





## 2022-23 District Accreditation Status

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

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

In assigning an accreditation status to a district, TEA considers

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

**The District’s 2022-23 Accreditation Status is: ACCREDITED**

| CDN    | DISTRICT NAME  | ESC | 2022 FIRST Rating        | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes |
|--------|----------------|-----|--------------------------|----------------------------|--------------------------------|-------------------|-------|
| 084906 | TEXAS CITY ISD | 4   | A - Superior Achievement | B                          | ACCREDITED                     |                   |       |

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 4

Campus Performance Objectives  
Status



# Texas City Independent School District District Improvement Plan

## 2022-2023

Accountability Rating: B



# Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

## Core Beliefs

Every decision should be based upon what is best for students.

All stakeholders should be treated with respect.

Cultural diversity should be embraced.

High expectations should be maintained for all employees and students.

District employees should take time to know and understand students and colleagues.

High quality instruction should be delivered in an engaging manner.

All students should have opportunities to explore and develop their unique traits.

Each Texas City ISD graduate should be college and/or career ready.

All TCISD graduation pathways are worthy and deserving of respect.

Implementation of quality research-based professional development will improve student learning.

All district personnel have a moral obligation to create, maintain and support a learning environment that is academically, emotionally and physically safe.

Shared leadership and collaboration are essential for our success.

Meaningful relationships with our community and families are vital to learner success.

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| Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%   | 20 |
| Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.  | 26 |
| Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.   | 28 |
| Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.  | 30 |
| Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates. | 32 |
| Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.  | 41 |
| Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.  | 43 |
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Texas City ISD serves a community of approximately 45,000 residents in 19.3 square miles. The district educates approximately 7,900 students at two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans and one early childhood center(PreK 3 and 4).

The student population is ethnically diverse, with 29.38%% African American, 46.08% Hispanics, 19.42 % Caucasian, .33% Asian/Pacific Islander, .020% American Indian, and 4.52% two or more races. Students identified as at-risk account for more than 47.70% of the student population and 84.69% are economically disadvantaged which is 14 percent increase from 2019-2020.

The teachers currently serving TCISD had an average of 10.2 years of teaching experience and an average of 5.5 years in TCISD.

# Student Learning

## Student Learning Summary

All districts and schools were rated and all were at the level "C" or above. Texas City ISD received an overall rating of "B" or recognized performance.

The district ratings were as follows in the three individual domains: Domain 1, Student Achievement "C" rating, Domain 2, School Progress, "B" rating and Domain 3, Closing the Gaps, "C" rating.

Individual campus ratings were as follows:

Guajardo Elementary - "B"

Blocker Middle School - "B"

Texas City High School - "B"

Heights Elementary - "A"

Roosevelt-Wilson Elementary - "C"

Levi Fry Intermediate - "C"

Kohfeldt Elementary - "C"

La Marque High School - "C"

La Marque Middle School - "C"

Simms Elementary - "B"

Hayley Elementary - "C"

## Student Learning Strengths

A thorough analysis of Texas City ISD student achievement data reveals the following areas of strength:

- Heights Elementary earned an "A" and distinctions in all five areas: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Postsecondary Readiness, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gaps
- Blocker Middle School earned a "B" and distinctions in the following areas: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness, and Top 25% Comparative Academic Growth
- Kohfeldt Elementary earned a "C" and distinctions in the following areas: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, and Postsecondary Readiness
- Manuel Guajardo Elementary earned a "B" and distinctions in the following areas: Academic Achievement in English/Language Arts/Reading and Postsecondary Readiness
- Roosevelt-Wilson Elementary earned a "C" and a distinction in Academic Achievement in Mathematics

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established goals by 2024. **Root Cause:** Ineffective initial instruction, progress monitoring and accelerated instruction.



# District Processes & Programs

## District Processes & Programs Summary

TCISD students attend two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans, one early childhood center(PreK 3 and 4) and one alternative school. Students are offered dual credit courses through College of the Mainland and dual enrollment courses through The University of Texas OnRamps program. Also offered at College of the Mainland is the Collegiate High School program where students can earn an associates degree while earning their high school diploma. The Industrial Trade Center serves students of both high schools.

TCISD maintains a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Family Access in Skyward. TCISD campuses utilize School Messenger which affords the district the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification--keeping our community more informed and involved.

Teachers participate in on-going staff development in an effort to improve student learning and performance. Teachers have opportunities to grow and learn through-out the school year, during the summer, and after school.

TCISD staff consists of 1270 full time employees: 44.9% Teachers, 11.2% - Paraprofessionals, 29.4% - Auxiliary Staff, 10.7% - Professional Support, 2.6% - Campus Administration and 1.2% - Central Administration.

The Board of Trustees consists of seven elected members who serve three year terms of office. TCISD Trustees represent 6 single member districts and one At-large representative.

Teachers currently serving TCISD had an average of 10.2 years of teaching experience and an average of 5.5 years in TCISD. 40.7% of TCISD teachers have more than 10 years teaching experience.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, conferences, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

Professional development is a cornerstone in developing and retaining effective teachers, and it is a high impact and cost effective approach to improving instructional effectiveness for student achievement. This has been especially true this school year with both face to face and virtual instruction taking place within the district. Texas City ISD in-district and out-of-district professional development is aligned to state standards and supports research-based teaching strategies and best practices. For the 2020-2021 school year the district has selected to focus on the PLC Process, Teacher Clarity and Efficacy as well as the improvement of literacy and social emotional learning. Specifically designed professional development is planned for virtual teachers to help meet their instructional needs as they instruct students remotely. Additionally teachers participate in professional learning grade-level/department focus meetings to further promote and enhance collaboration during the school day.

TCISD provides all professional employees who are new to the district with a comprehensive and differentiated induction, including a mentor for teachers who are new to the profession. All teachers new to the profession are required to attend The New Teacher Academy which holds sessions throughout the school year.

The Texas City ISD written curriculum is based on state standards and it is taught daily. Eduphoria Forethought houses the curriculum for grades K-12 English Language Arts - Reading, Math Science and 7-12 Social Studies. Each content area includes: TEKS, readiness and supporting standards, scope and sequence documents, lessons and activities and lesson plan templates. The written curriculum is monitored periodically via curriculum-based assessments (CBA), and it is revised based on student performance data and changing state standards. Curriculum resources developed by the district or purchased from outside sources must be in complete alignment with state standards and district curriculum.

It is a district responsibility to help every student reach his or her fullest potential. The curriculum directors, coordinators and specialists monitor the written and taught curriculum and provide support to teachers in their quest to deliver instruction that makes connections, shows relevance, nurtures engagement, applies higher levels of thinking, and embeds understanding. In addition, they meet regularly with campus administration to review classroom instruction and campus needs.

TCISD uses assessments to ensure students are demonstrating proficiency of state standards. Formative assessment, curriculum-based assessments (CBA), and state assessment benchmarks are developed by district coordinators and campus instructional specialists. Data conferences are held with district and campus administrators following every CBA and state assessment benchmarks. Using curriculum teams, district assessments are evaluated for alignment to state standards and reliability.

### **District Processes & Programs Strengths**

- District offers a comprehensive PreK-12 Instructional Program
- Industrial Trade Center
- TCISD Foundation for the Future
- Community partnerships
- 21st Century Afterschool Programs
- Induction program provided for teachers new to the profession.
- High Quality professional development sessions offered.
- Professional Learning Community meetings are available for all teachers regularly at the campus level.
  
- TCISD has a strong, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Campus Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- All campuses are served by a Campus Instructional Specialist(s).
- Through Eduphoria, teachers have timely access to student learning data that informs instruction.
- The curriculum, instruction, and assessment program focuses on the needs of all students.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** New teachers within the first three years in the profession as well as teachers with several years of experience need support. **Root Cause:** There is a lack of knowledge in the fundamental instructional and management experience needed to be effective in the classroom.

# Perceptions

## Perceptions Summary

The Texas City School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. TCISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. A number of safety and security protocols are currently being implemented at all levels. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

## Perceptions Strengths

- Increased opportunities for shared leadership throughout the district.
- Increased number of after school activities for students.
- District initiatives to address the psychological and social emotional needs of students.
- Numerous district initiatives to address safety and security at all levels.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors. **Root Cause:** Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: October 11, 2022

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%









**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.

**HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** No progress made toward meeting Objective

**Next Year's Recommendation:** Increase the Meets performance on STAAR Reading by 4% across the district

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in instructional strategies and quality teaching</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration</p>  | Formative   |   |   | Summative   |
|  | Nov   | Jan   | Mar   | June  |
|  |   |   |   |   |
| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> The district will conduct the implementation of the Reading Academy for all K-3 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of Reading Academy by all 2nd and 3rd grade teachers and Assistant Principals by the end of the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department</p> <p><b>Title I:</b><br/>2.5</p> | Formative   |   |   | Summative   |
|  | Nov   | Jan   | Mar   | June  |
|  |  |  |  |  |

| Strategy 3 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Support and train staff on the PLC process and develop a plan to meet individual student needs based on data.<br/> <b>Strategy's Expected Result/Impact:</b> Train Core teams and develop common formative assessments<br/> <b>Staff Responsible for Monitoring:</b> Executive Director of C &amp; I, Instructional Specialists &amp; Campus Admin.</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 4 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas.<br/> <b>Strategy's Expected Result/Impact:</b> Improved instruction equity and increased student achievement<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I, Executive Director of C&amp;I</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child.<br/> <b>Strategy's Expected Result/Impact:</b> Improved data tracking, increase in scores, and progress in PLC process<br/> <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C &amp; I</p> <p><b>Title I:</b><br/>2.5, 2.6</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>  |                  |            |            |                  |



**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%







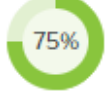
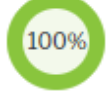
English I & English II 36% to 48%

**Performance Objective 2:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor through the development of a long-range professional learning plan.

**Evaluation Data Sources:** District Assessments, MAP Growth reports, STAAR Reports, and TELPAS Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Develop 5 year professional development plan

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Provide Kagan refresher training for all teachers and administrators previously trained during the 2022-2023 school year and provide Day 1 of Kagan training for all K-1 teachers and new teachers to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student engagement and explicit feedback provided to teachers</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent- Curriculum and Instruction, Executive Director- Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |    |    |    |    |
| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Provide ongoing Professional Learning Communities training to support campus leaders and their leadership teams in their work to keep the focus on and a commitment to the learning of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved PLC processes resulting in an increase in teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams</p> <p><b>Title I:</b><br/>2.5</p> <p><b>Funding Sources:</b> - 255 - Title II</p>  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |  |  |  |  |

| Strategy 3 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Provide Visible Learning Training to create assessment ready students and build teacher efficacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy along with an in-depth understanding of learning intentions and success criteria</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p><b>Funding Sources:</b> - 255 - Title II, - 211 - Title I</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 4 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Monitor campus walkthroughs and feedback provided by campus administrators to ensure support of best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher instructional performance, increase student engagement and learning</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I</p> <p><b>Title I:</b><br/>2.5</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Provide training and campus support through monthly "Principal Learning Time" sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase principal leadership capacity and student success</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent for C &amp; I, Executive Director for C &amp; I</p> <p><b>Title I:</b><br/>2.5, 2.6</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 6 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Establish a district literacy committee to develop a district-wide literacy plan for all grade levels to ensure that students have access to instruction that promotes fluency in reading, writing, speaking, listening, and critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> District-wide focus on literacy which will increase STAAR RLA , ACT, SAT, and TSIA2 scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I and Executive Director of C &amp; I</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| No Progress       Accomplished       Continue/Modify       Discontinue  |                  |            |            |                  |

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%

**Performance Objective 3:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Sources:** District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Utilize data intentionally during the 2023-2024 school year

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Monitor the data review process during PLCs to determine high need areas and students to focus on for needed interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase state assessment scores and close achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Curriculum Department, Instructional Specialists, Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6</p> | Formative   |   |   | Summative   |
|  | Nov   | Jan   | Mar   | June  |
|  |    |    |    |    |
| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success and state accountability scores</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C &amp; I, Directors of Elementary and Secondary Education</p> <p><b>Title I:</b><br/>2.6</p>                | Formative   |   |   | Summative   |
|  | Nov   | Jan   | Mar   | June  |
|  |  |  |  |  |

| Strategy 3 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Utilize data analysis through district software and local assessments to identify and track students' strengths, weaknesses and progress toward mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved monitoring of students performance</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administrators, Instructional Specialists and Teachers</p> <p><b>Title I:</b><br/>2.6</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Utilize reading screeners to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on state assessment</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administrators, Instructional Specialists and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 5 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Monitor student growth and provide support to campus administration in developing intentional interventions on students' strengths to move toward or maintain Meets and Masters performance status on state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student Meets and Masters performance on state assessments</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Directors, Campus Administrators, Instructional Specialists and Teachers</p> <p><b>Title I:</b><br/>2.6</p>                        | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>   |                  |            |            |                  |

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%









Algebra I 41% to 51%

**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Math by increasing the Meets performance by 3% in June 2022.

**HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in instructional strategies and quality teaching</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Support and train staff on building common formative assessments and develop a plan to meet individual student needs based on data. (PLC Process)</p> <p><b>Strategy's Expected Result/Impact:</b> Train Core teams and develop common formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of C &amp; I, Instructional Specialists</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional equity and increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I, Executive Director of C&amp;I</p> <p><b>Title I:</b><br/>2.5</p> <p><b>Funding Sources:</b> Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |

| Strategy 4 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 4:</b> Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child.</p> <p><b>Strategy's Expected Result/Impact:</b> Action Plan Meetings conducted, data tracking, increase in scores, and progress in PLC process</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C 7 I</p> <p><b>Title I:</b><br/>2.5, 2.6</p> | Formative   |   |   | Summative   |
|  | Nov   | Jan   | Mar   | June  |
|  |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |   |   |   |

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%






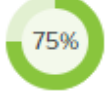

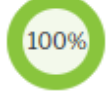
Algebra I 41% to 51%

**Performance Objective 2:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor through the development of a long-range professional learning plan.

**Evaluation Data Sources:** District Assessments and STAAR Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Develop 5 year professional development plan

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Provide Kagan refresher training for all teachers and administrators previously trained during the 2022-2023 school year and provide Day 1 of Kagan training for all K-1 teachers and new teachers to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student engagement and explicit feedback provided to teachers</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent- Curriculum and Instruction, Executive Director- Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Provide ongoing Professional Learning Communities training to support campus leaders and their leadership teams in their work to keep the focus on and a commitment to the learning of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved PLC processes resulting in an increase in teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams</p> <p><b>Title I:</b><br/>2.5</p> <p><b>Funding Sources:</b> - 255 - Title II</p>  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 3 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Provide Visible Learning Training to create assessment ready students and build teacher efficacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy along with an in-depth understanding of learning intentions and success criteria</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p><b>Funding Sources:</b> - 255 - Title II, - 211 - Title I</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 4 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Monitor campus walkthroughs and feedback provided by campus administrators to ensure support of best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher instructional performance, increase student engagement and learning</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I</p> <p><b>Title I:</b><br/>2.5</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Provide training and campus support through monthly "Principal Learning Time" sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase principal leadership capacity and student success</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent for C &amp; I, Executive Director for C &amp; I</p> <p><b>Title I:</b><br/>2.5, 2.6</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| <p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>  |                  |            |            |                  |



**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%









Algebra I 41% to 51%

**Performance Objective 3:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Sources:** District Assessments and STAAR Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Utilize data intentionally during the 2023-24 school year

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Utilize data analysis through district software and local assessments to identify and track students' strengths, weaknesses and progress toward mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved monitoring of students performance</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administrators, Instructional Specialists and Teachers</p> <p><b>Title I:</b><br/>2.6</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Utilize screeners in Math to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on state assessment</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administrators, Instructional Specialists and Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
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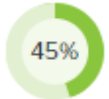







| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student Meets and Masters performance on state assessments</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Directors, Campus Administrators, Instructional Specialist and Teachers</p> <p><b>Title I:</b><br/>2.6</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success and state accountability scores</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C &amp; I, Directors of Elementary and Secondary Education</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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



**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators, CCMR Early Warning System in OnData Suite













| Strategy 1 Details  | Reviews   |   |   |                  |
|---|---|---|---|------------------|
| <p><b>Strategy 1:</b> Increase the total number of students who participate in CTE courses that offer an Industry Based Certifications by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be career ready by earning an IBC</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of CTE</p> <p><b>Title I:</b><br/>2.5</p>                              | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 2 Details  | Reviews   |   |   |                  |
| <p><b>Strategy 2:</b> Reorganize current CTE Advisory Council to represent programs in subcommittees.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive more hands on, real world experience either by job shadowing or participating in an internship.</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of CTE</p>                                | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 3 Details  | Reviews   |   |   |                  |
| <p><b>Strategy 3:</b> Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Program of Study completion rate.</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of CTE, Director of Secondary Education, Counselors</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 4 Details  | Reviews   |   |   |                  |
|---|---|---|---|------------------|
| <p><b>Strategy 4:</b> Utilize the OnData Suite CCMR Early Warning System to identify students who have not earned points under CCMR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR score by providing students opportunities earlier in their high school careers to earn CCMR points, when available</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Counselors</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 5 Details  | Reviews   |   |   |                  |
| <p><b>Strategy 5:</b> Monitor CCMR data collection and reporting using the OnData Suite CCMR Early Warning System and the CCMR 21-22 and 22-23 Data Collection, Data Coding, Data Quality, and Timeline.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR score by ensuring that PEIMS submissions are accurate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Director of Student Data, Director of Special Education, Director of CTE, Campus Administrators, and Campus Counselors</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 6 Details  | Reviews   |   |   |                  |
| <p><b>Strategy 6:</b> Provide seniors the opportunity to participate in the Texas College Bridge English and Math program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR score by students completing both the College Prep English and Math program.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Teachers</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>  |   |   |   |                  |

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Provide additional language acquisition support for ELL students through Summit Learning.<br/> <b>Strategy's Expected Result/Impact:</b> Improve student performance on state and local performance.<br/> <b>Staff Responsible for Monitoring:</b> Directors, Administrators and Teachers</p> <p><b>Title I:</b><br/>                     2.6<br/>                     - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 263 - Title III</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Develop a module for training BE/ESL teachers in instructional strategies designed to address the specific needs of ELL students, including Sheltered Instruction and academic vocabulary.<br/> <b>Strategy's Expected Result/Impact:</b> Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels<br/> <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual Specialist, Elementary and Secondary Education Directors</p> <p><b>Funding Sources:</b> - 263 - Title III</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 3 Details   | Reviews   |   |   |   |
| <p><b>Strategy 3:</b> Develop an MTSS/RTI handbook to provide campuses guidance with developing intervention systems and identifying strategies to meet the academic and behavioral needs of students.<br/> <b>Strategy's Expected Result/Impact:</b> Improved student performance<br/> <b>Staff Responsible for Monitoring:</b> Executive Director of C &amp; I, Campus Administrators, Instructional Specialists &amp; Teachers</p> <p><b>Title I:</b><br/>                     2.5, 2.6</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
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| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> Continued use of the district developed guiding questions to steer the decision making process regarding testing decisions and instructional arrangements for special education students. Instructional specialists will also collect observational data to assist in the decision making process.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of Special Education</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <p><b>Strategy 5:</b> Special education staff will receive on-going training regarding writing appropriate PLAAFP statements to drive the creation of standard based measurable goals and objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved alignment of goals and objectives to the PLAAFP statements</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of Special Education</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>  |           |     |     |           |

**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Installation and maintenance of security systems to include access control, intrusion detection, and closed circuit TV at additional campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Installed Hardware</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Chief Technology Officer, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>                                 | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Continue to improve communication with students and education related to bullying, self-harm, dating violence, sex trafficking, suicide, and school threats.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student communication related to safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Safety and Security, Director of Student Outreach</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> District wide deployment and maintenance of the Navigate360 app which allows teachers and staff to quickly report emergencies from their personal mobile device.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Chief Technology Officer, District and Campus Administrators</p>                          | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Provide law enforcement officers or campus safety monitors so that every campus has safety staff available.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 5 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <p><b>Strategy 5:</b> Continue the development campus safety plans which will include: emergency drill instruction and practice, trained Threat Assessment Teams for each campus and a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement controlled access.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Emergency Management Coordinator and Specialist</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 6 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 6:</b> Implement monthly safety tips on social media, the district website and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 7 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 7:</b> Develop standard communication responses for a multitude of emergency situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Quicker communication response</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |   |   |                  |







**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide ongoing trainings to administrators and staff to improve classroom management, bully and violence prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, agendas, PowerPoint, observations, and improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Continue the implementation of the HERO program and identify other PBIS programs that provide positive behavior reinforcement, as well as, provides on-going communication with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior and an increase in communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention</p> <p><b>Title I:</b><br/>2.6</p> <p><b>Funding Sources:</b> HERO - 199 - General Fund, HERO - 211 - Title I</p>                          | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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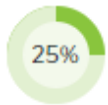


| Strategy 3 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Continue the implementation of the social emotional learning programs such as: Ripple Effects program at the elementary level and Suite 360 at the secondary level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior and self-awareness through consistent delivery of social-emotional learning as both classroom-based and student-driven experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention</p> <p><b>Title I:</b><br/>2.5, 2.6</p> <p><b>Funding Sources:</b> - 204- Title IV, Part A</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 4 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Continue the district-wide implementation of the Character Strong program to implement SEL competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved refinement of skills that help students focus, stay organized, and set goals, while also helping students handle their emotions and deal with stress.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Outreach and Intervention</p> <p><b>Funding Sources:</b> - 204- Title IV, Part A</p>                        | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Conduct monthly discipline meetings with district assistant principals to discuss trends in discipline and to monitor data impacting district PBMAS/RDA report.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas<br/>Sign-In Sheets<br/>Supporting Data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Data, Director of Student Outreach and Intervention</p> <p><b>Results Driven Accountability</b></p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 6 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Decrease the recidivism of out of school placements by communicating between alternative disciplinary settings and home campuses to develop plans for students' re-entry which address academic and behavioral goals and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in students returning to out of school placements.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Support Services and Director of Student Outreach and Intervention</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 7 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 7:</b> Campuses implementation of student behavior management plans that include campus and classroom expectations, hierarchy or consequences for student behavior and positive behavioral supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior, reduced discipline incidents and discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Assistant Superintendent of C&amp;I, Director of Student Outreach and Intervention, C &amp; I Directors and Coordinators, Campus Administrators</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus and SEL counselors.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

| Strategy 1 Details   | Reviews  |  |  |           |
|--|--|--|--|-----------|
| <p><b>Strategy 1:</b> Provide on-going collaboration with campus behavior coordinators and develop alternatives to traditional discipline assignments (ISS and DAEP) that will decrease out of class assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in out of school suspensions, in school suspensions and discretionary discipline placements at DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention</p> <p><b>Funding Sources:</b> Suite 360 - 199 - General Fund, Ripples Effect Program - 211 - Title I</p> | Formative  |  |  | Summative |
|  | Nov  | Jan  | Mar  | June      |
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| Strategy 2 Details   | Reviews  |  |  |           |
| <p><b>Strategy 2:</b> Integrate positive behavior supports through Crisis Prevention Institute (CPI) training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the use of positive behavior supports resulting in improved student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator of Special Education</p> <p><b>Title I:</b><br/>2.6</p>  | Formative  |  |  | Summative |
|  | Nov  | Jan  | Mar  | June      |
|  |  |  |  |           |
| Strategy 3 Details   | Reviews  |  |  |           |
| <p><b>Strategy 3:</b> Continue the partnership with Resolve It Inc. to provide mental health support and counseling to district students.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide individualized student support and counseling services to assist students in emotional, cognitive, and social development.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention</p> <p><b>Funding Sources:</b> - 204- Title IV, Part A</p>   | Formative  |  |  | Summative |
|  | Nov  | Jan  | Mar  | June      |
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| Strategy 4 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <b>Strategy 4:</b> Implement MOU with UTMB for TCHAT which is a school based tele-medicine program that offers free behavioral services for students.<br><b>Strategy's Expected Result/Impact:</b> Improved behavior of students in need<br><b>Staff Responsible for Monitoring:</b> Director of Student Outreach and Intervention   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 5 Details   | Reviews   |   |   |                  |
| <b>Strategy 5:</b> Ensure that the needs of students identified with emotional/behavioral/social disabilities are met through the use of a multi-level intervention Behavior Development Program (BDP) and Positive Approach to Student Success (PASS).<br><b>Strategy's Expected Result/Impact:</b> Improved interactions in social settings<br><b>Staff Responsible for Monitoring:</b> Director and Coordinator of Special Education<br><br><b>Results Driven Accountability</b>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 6 Details   | Reviews   |   |   |                  |
| <b>Strategy 6:</b> Provide on-going support for counselors to build efficacy for social and emotional support.<br><b>Strategy's Expected Result/Impact:</b> Improved interactions with and support for students.<br><b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Director of Student Outreach and Intervention.  | <b>Formative</b>  |   |   | <b>Summative</b> |
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**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy docketts. Reach Out Walk data.





| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Monitor list of high-risk attendance and drop-out issues and make recommendations to campuses for future action.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Reports</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officer, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Conduct warning meetings in conjunction with local Justice of the Peace for students approaching truancy levels that warrant court action.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in court filings and improved student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officer, Campus Administrators, Deputy Superintendent of Support Services, and Director of Student Outreach and Intervention</p> <p><b>Funding Sources:</b> - 199 - General Fund</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Each campus will develop and implement a campus wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, and Campus Administration</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 4 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 4:</b> Investigate Attendance Works and other resources to improve communication with parents regarding the importance of good school attendance and the attendance requirements for grade and course credits.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Student Support Services and Director of Student Outreach and Intervention</p> <p><b>Title I:</b><br/>2.6</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, Officer, Campus Administrators and Truancy Officer</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 6 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Social worker and campus counselors will work with campuses to identify at-risk students and provide needed academic and emotional resources and support for and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support, lower truancy, higher attendance and higher graduation rate for at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Support Services, Director of Student Outreach and Intervention, Social Worker, and Campus Administrators</p> <p><b>Title I:</b><br/>2.6</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 7 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 7:</b> Each secondary campus will develop and implement a plan aimed to decrease drop-out rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in drop-out rate</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Secondary Education, Director of Student Data, and Campus Administration</p> <p><b>Results Driven Accountability</b></p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys (Naviance).









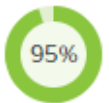

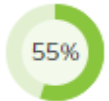

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Produce videos that feature our students and teachers that highlight their unique skills and talents in a variety of district programs. The features will be monthly online and will use our vision statement as a hashtag (#TogetherWeSucceed). These videos will also be used to bring awareness to parents and students through countdown vignettes before campus meetings and/or performances.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and positive promotion of programs and students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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





**Goal 7:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.







| Strategy 1 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 1:</b> Implement and maintain centralized internal policies and procedures for the purchase of district hardware and software and ensure forums for appropriate discussions regarding the selection and evaluation of technology.<br/> <b>Strategy's Expected Result/Impact:</b> More effectively utilize district technology funding and improve the quality of technology available on campuses.<br/> <b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
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| Strategy 2 Details   | Reviews   |   |   |           |
| <p><b>Strategy 2:</b> Develop and implement processes to evaluate the use and effectiveness of software programs.<br/> <b>Strategy's Expected Result/Impact:</b> Revised procedures<br/> <b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Director of Curriculum and Accountability, Coordinator of Assessment and Instructional Resources</p>   | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
|  |    |    |    |           |
| Strategy 3 Details   | Reviews   |   |   |           |
| <p><b>Strategy 3:</b> Annually distribute age and grade appropriate devices to all campuses, K-12.<br/> <b>Strategy's Expected Result/Impact:</b> Report documenting distribution<br/> <b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p>   | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
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| Strategy 4 Details   | Reviews   |   |   |           |
| <p><b>Strategy 4:</b> Design and implement an infrastructure for each of the new campuses currently being built in TCISD.<br/> <b>Strategy's Expected Result/Impact:</b> Prepare new facilities for the implementation of state of the art technology.<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Business and Operations, Chief Technology Officer</p>  | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
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| Strategy 5 Details  | Reviews  |  |  |           |
|---|--|--|--|-----------|
| <p><b>Strategy 5:</b> Continue to update the district technology infrastructure and technology equipment in use to ensure that all components are current (within a 5 year lifecycle) and maintain an obsolescence plan to remove outdated technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that all equipment in use meets the needs of all campuses and facilities within the school district.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer and Assistant Superintendent for Business and Operations</p> | Formative  |  |  | Summative |
|   | Nov  | Jan  | Mar  | June      |
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| Strategy 6 Details  | Reviews  |  |  |           |
| <p><b>Strategy 6:</b> Develop and implement a plan to administer all state assessments electronically by the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective online assessments</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, C &amp; I Department</p>  | Formative  |  |  | Summative |
|   | Nov  | Jan  | Mar  | June      |
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| Strategy 7 Details  | Reviews  |  |  |           |
| <p><b>Strategy 7:</b> Provide and facilitate the integration of interactive technology on campuses to help build the foundation for STEM and robotics.</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive technology rotation scheduled on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p>   | Formative  |  |  | Summative |
|   | Nov  | Jan  | Mar  | June      |
|   |   |   |   |           |
| Strategy 8 Details  | Reviews  |  |  |           |
| <p><b>Strategy 8:</b> Provide educational technology resources, training, and support for teachers and staff on all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will be trained in district applications and have resources readily available for supplemental use.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p>  | Formative  |  |  | Summative |
|   | Nov  | Jan  | Mar  | June      |
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| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>  |  |  |  |           |

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

| Strategy 1 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 1:</b> Require all new teachers to the profession to attend "TCISD's New Teacher Academy" where essential professional development will be provided in the following areas:<br/>                     -classroom management<br/>                     -effective instructional strategies<br/>                     -lesson plan implementation<br/>                     -assessments<br/>                     -working with students from poverty<br/>                     Solution Tree will be contracting with the district during the 2021-2022 school year to provide a virtual new teacher academy during the fall semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity<br/> <b>Staff Responsible for Monitoring:</b> C &amp; I Department</p> <p><b>Funding Sources:</b> - 255 - Title II</p>   | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
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| Strategy 2 Details   | Reviews   |   |   |           |
| <p><b>Strategy 2:</b> Offer staff development in the areas of:<br/>                     -Industry certification<br/>                     -Data Analysis Guide, monitoring performance through data and using data to drive instruction<br/>                     -Differentiated Instruction<br/>                     -Classroom Management<br/>                     -Small group instruction<br/>                     -HMH ELAR Adoption K-8<br/>                     -TEKS Analysis &amp; Implementation of the new ELAR TEKS (K-8 - 2019-2020 &amp; Grades 9-12 2020-2021<br/>                     -T-TESS<br/>                     -Sheltered Instruction<br/>                     -Threat Assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance and teacher capacity<br/> <b>Staff Responsible for Monitoring:</b> C&amp;I Department &amp; Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p> | Formative   |   |   | Summative |
|  | Nov   | Jan   | Mar   | June      |
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**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Provide school leadership training to strengthen educational leaders, enhance leadership skills for principals, administrators, and staff, and build youth leadership capacity within the district

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.








| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Include teacher participation in the process of determining educational needs in the district requiring extra funding sources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in the External Grant Portfolio</p> <p><b>Staff Responsible for Monitoring:</b> TCISD Foundation for the Future</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>  | Formative |     |     | Summative |
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**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 4:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate of teachers and staff.




| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Monitor and maintain staffing guidelines.<br/> <b>Strategy's Expected Result/Impact:</b> Equity across campuses<br/> Balanced budget<br/> Efficient operation of district<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations, Coordinator of HR<br/> <br/> <b>Funding Sources:</b> - 199 - General Fund</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Provide salary increase to bring district staff at or above the market for each position.<br/> <b>Strategy's Expected Result/Impact:</b> Attract high quality staff to TCISD<br/> Fill high need areas<br/> Retain staff to keep them in district/TCISD<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations<br/> <br/> <b>Funding Sources:</b> - 199 - General Fund</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
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| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Participate in recruitment fair and job fairs with a focus on recruiting ESL certified teachers at all levels and high demand teaching fields.<br/> <b>Strategy's Expected Result/Impact:</b> High quality new hires<br/> <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Coordinator of HR, Campus Administrators<br/> <br/> <b>Funding Sources:</b> - 255 - Title II, - 263 - Title III</p>                                | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 4 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <b>Strategy 4:</b> Reward staff for their longtime service with an annual banquet that includes recognition and gifts<br><b>Strategy's Expected Result/Impact:</b> Retention of staff<br><b>Staff Responsible for Monitoring:</b> Director of Communications   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 5 Details   | Reviews   |   |   |                  |
| <b>Strategy 5:</b> Honor staff for exceptional performance through the Annual Staff Stars recognition program.<br><b>Strategy's Expected Result/Impact:</b> Retention of Staff<br><b>Staff Responsible for Monitoring:</b> Director of Communications  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 6 Details   | Reviews   |   |   |                  |
| <b>Strategy 6:</b> Direct and monitor employee performance appraisal system (T-TESS and T-PESS) and ensure that supervisors have proper training.<br><b>Strategy's Expected Result/Impact:</b> Determine due dates for employee counseling, implementation of improvement plans and non-renewal procedures.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum & Instruction, Principals, Supervisors   | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
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| Strategy 7 Details   | Reviews   |   |   |                  |
| <b>Strategy 7:</b> Direct and monitor the HR training needs throughout the school district and develop and plan training programs to meet the established needs.<br><b>Strategy's Expected Result/Impact:</b> Implementation of both on-going and special interest training programs that is needed in areas of concern..<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Coordinator of Human Resources  | <b>Formative</b>  |   |   | <b>Summative</b> |
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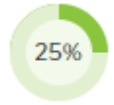

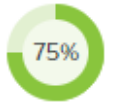



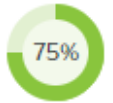





**Goal 9:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.









**Performance Objective 1:** Improve communication and collaboration throughout the school community.













**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST

| Strategy 1 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <p><b>Strategy 1:</b> Expand parent trainings, communication, and involvement focusing on improving student performance.<br/> <b>Strategy's Expected Result/Impact:</b> Improved student performance<br/> <b>Staff Responsible for Monitoring:</b> C&amp;I Department, Campus Administrators, Counselors, and Teachers</p> <p><b>Title I:</b><br/>4.1, 4.2<br/> <b>Funding Sources:</b> - 199 - General Fund</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
|  | N/A   | N/A   | N/A   |                  |
| Strategy 2 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 2:</b> Provide community resources that can assist teachers to engage and motivate students.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student engagement<br/> <b>Staff Responsible for Monitoring:</b> Directors of Community Relations and Communications</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
|  |   |   |   |                  |
| Strategy 3 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 3:</b> Recognize student and staff success monthly during regular School Board Meetings<br/> <b>Strategy's Expected Result/Impact:</b> Increased participation from the students being honored in monthly recognition in front of added community members.<br/> <b>Staff Responsible for Monitoring:</b> Director of Communications</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>       | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
|  |  |  |  |                  |



| Strategy 4 Details  | Reviews   |   |   |   |
|---|---|---|---|---|
| <b>Strategy 4:</b> Continue and expand community partnerships and collaboration on district committees and boards.<br><b>Strategy's Expected Result/Impact:</b> Continued partnership<br><b>Staff Responsible for Monitoring:</b> Directors of Community Relations and Communications, Assistant Superintendent of Support Services.<br><br><b>Funding Sources:</b> - 199 - General Fund  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |   |   |   |   |
| Strategy 5 Details  | Reviews   |   |   |   |
| <b>Strategy 5:</b> Promote Texas Public Schools Week<br><b>Strategy's Expected Result/Impact:</b> Parent participation<br><b>Staff Responsible for Monitoring:</b> Director of Communication, Campus Administrators<br><br><b>Funding Sources:</b> - 199 - General Fund   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |   |    |    |    |
| Strategy 6 Details  | Reviews   |   |   |   |
| <b>Strategy 6:</b> Promote students, staff, academics and programs through all types of media utilizing Campus and District Communication Plans, blogs, videos, weekly newsletters, board recognitions, and annual magazine publication.<br><b>Strategy's Expected Result/Impact:</b> Increase awareness in all aspects<br><b>Staff Responsible for Monitoring:</b> Director of Communication<br><br><b>Funding Sources:</b> - 199 - General Fund | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |    |    |    |    |
| Strategy 7 Details  | Reviews   |   |   |   |
| <b>Strategy 7:</b> Increase positive news stories in the local newspaper<br><b>Strategy's Expected Result/Impact:</b> Increase in number of positive stories in the paper<br><b>Staff Responsible for Monitoring:</b> Director of Communication<br><br><b>Funding Sources:</b> - 199 - General Fund   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |  |  |  |  |
| Strategy 8 Details  | Reviews   |   |   |   |
| <b>Strategy 8:</b> Utilize social media to improve district communications with all stakeholders. Utilize new video platforms on Instagram and TikTok.<br><b>Strategy's Expected Result/Impact:</b> Increased use of social media<br><b>Staff Responsible for Monitoring:</b> Director of Communication<br><br><b>Funding Sources:</b> - 199 - General Fund   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |  |  |  |  |









| Strategy 9 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 9:</b> Increase communication with parents of special education and 504 students through the use of a parent newsletter, parent workshops including a dyslexia parent night, district transition fair, and school district web page.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent feedback and participation in attendance at workshops and on committee</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director</p> <p><b>Title I:</b><br/>4.1, 4.2</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 224 - IDEA Special Ed</p>                 | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |    |    |    |    |
| Strategy 10 Details  | Reviews   |   |   |   |
| <p><b>Strategy 10:</b> Utilize the HERO program to track both positive and negative behaviors and communicate with parents on an ongoing basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, C &amp; I Directors, Campus Administration and Classroom Teachers</p> <p><b>Funding Sources:</b> - 211 - Title I</p>  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |   |   |   |   |
| Strategy 11 Details  | Reviews   |   |   |   |
| <p><b>Strategy 11:</b> Coordinate opportunities in the community that recognize student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved community awareness</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications, Director of Community Relations</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |   |   |   |   |
| Strategy 12 Details  | Reviews   |   |   |   |
| <p><b>Strategy 12:</b> Promote positive stories on social media with the use of video programming and feature stories to market student enrollment. Implement Tell Your Story for staff, student and alumni features, as well as highlighting academic and extra-curricular programs that make us stand out; mail district highlight publications to former students and utilize targeted email campaigns.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased views and engagement on social media; increase enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |  |  |  |  |

| Strategy 13 Details  | Reviews   |   |   |   |
|--|---|---|---|---|
| <b>Strategy 13:</b> Work with campus social media managers to train them as key communicators on their campus to increase positive publicity and launch them as a PR Squad.<br><b>Strategy's Expected Result/Impact:</b> Increased positive publicity<br><b>Staff Responsible for Monitoring:</b> Director of Communications   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |   |   |  |  |
| Strategy 14 Details  | Reviews   |   |   |   |
| <b>Strategy 14:</b> Continue to promote the branding of Together We Succeed. Educate staff on where to locate branding and templates.<br><b>Strategy's Expected Result/Impact:</b> Increase marketing value with branding<br><b>Staff Responsible for Monitoring:</b> Director of Communications   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |  |  |  |  |
| Strategy 15 Details  | Reviews   |   |   |   |
| <b>Strategy 15:</b> Discover the preferred method of communication for TCISD families.<br><b>Strategy's Expected Result/Impact:</b> Send survey to parents via email and social media.<br><b>Staff Responsible for Monitoring:</b> Director of Communications  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  | N/A   | N/A   |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |   |   |   |

**Goal 10:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.













**Evaluation Data Sources:** Parent sign-in sheets

| Strategy 1 Details   | Reviews   |   |   |   |
|--|---|---|---|---|
| <p><b>Strategy 1:</b> Write blogs that help parents with tips for helping their children be successful. These blogs will be posted on the website and share through email and social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  |  |  |  |  |
| Strategy 2 Details   | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Provide professional learning to campus principals to increase Family Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&amp;I</p> <p><b>Title I:</b><br/>4.1, 4.2<br/>- Equity Plan</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  | N/A   | N/A   | N/A   |   |
| Strategy 3 Details   | Reviews   |   |   |   |
| <p><b>Strategy 3:</b> Develop Parent Teacher Organizations (PTO's) to help increase family engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Improved family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&amp;I</p>  | <b>Formative</b>  |   |   | <b>Summative</b>  |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|  | N/A   | N/A   | N/A   |   |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |   |   |   |   |

**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.

**Performance Objective 1:** Address the individual needs and talents of students through Fine Arts and CTE opportunities.

**Evaluation Data Sources:** Increased performance and participation.

| Strategy 1 Details  | Reviews   |   |   |   |
|---|---|---|---|---|
| <p><b>Strategy 1:</b> Increase the number of students enrolled in private lesson programs to promote a well rounded education.<br/> <b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled<br/> <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.</p> <p><b>Title I:</b><br/>2.5<br/> <b>Funding Sources:</b> - 199 - General Fund</p> | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   |    |    |    |    |
| Strategy 2 Details  | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> Continue to collaborate with community partners that financially support TCISD Fine Arts programs.<br/> <b>Strategy's Expected Result/Impact:</b> Improved student performance.<br/> <b>Staff Responsible for Monitoring:</b> Director of Fine Arts, TCISD Foundation ED, and Fine Arts teachers.</p>   | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   |    |    |    |    |
| Strategy 3 Details  | Reviews   |   |   |   |
| <p><b>Strategy 3:</b> Increase the enrollment of students in all Fine Arts programs.<br/> <b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled.<br/> <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>   | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   | N/A   |   |   |   |
| Strategy 4 Details  | Reviews   |   |   |   |
| <p><b>Strategy 4:</b> Continue and increase public performance and exhibition to promote community outreach.<br/> <b>Strategy's Expected Result/Impact:</b> Improved student performance.<br/> <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>   | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   |  |  |  |  |

| Strategy 5 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 5:</b> Increase the participation in CTE competitions including leadership events.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to showcase their skills and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director &amp; Coordinator of CTE &amp; Teachers</p> <p><b>Title I:</b><br/>2.5</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 6 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Increase industry partnerships for all CTE programs to create high demand , high skilled, high waged job opportunities for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will begin to form relationships with industry and will be hireable upon graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator of CTE, Counselors and Teachers</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 7 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 7:</b> Provide CTE students opportunities to participate in job shadows, internships, apprenticeships and/or work based experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate in hands on learning and learn industry expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator of CTE, Teachers</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>   |                  |            |            |                  |

**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.

**Performance Objective 2:** Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

**Evaluation Data Sources:** Curriculum documents, classroom observations, training documents, evaluation surveys



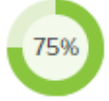




| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Develop a curriculum committee, timeline, and secure consultants for vetting and aligning curriculum resources.<br/>Fall 2022 - Math/Reading, Spring 2023 - Science, 2023-2024 - Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum documents leading to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration, Instructional Specialists and Teachers</p> <p><b>Funding Sources:</b> - 211 - Title I, - 255 - Title II</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Develop core curriculum guides with teacher input on needed revisions and alignment and provide instructional and curriculum support through content and pedagogy training for instructional specialists and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved curriculum documents designed to contain required components Increased support in the implementation of district initiatives</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction Department and Instructional Specialists</p>              | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Develop a Curriculum Management Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum documents leading to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration, Instructional Specialists and Teachers</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Audit Reading/Math curriculum documents, vet resources and revise documents based on audit results.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum documents leading to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration, Instructional Specialists and Teachers</p> <p><b>Funding Sources:</b> - 255 - Title II</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.









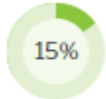







**Performance Objective 3:** Increase academic achievement of special populations by meeting curricular needs.

**Evaluation Data Sources:** State and Federal accountability results

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details  | Reviews   |  |  |  |
|---|---|--|--|--|
| <p><b>Strategy 1:</b> Successfully implement and support the Kindergarten Dual Language program and plan for the expansion of the 1st grade Dual Language classrooms for the 2023-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote long-term academic and language achievement in two languages with EL and Non-EL students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, District Bilingual Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Training and marketing supplies - 263 - Title III</p> | <b>Formative</b>  |  |  | <b>Summative</b>   |
|   | <b>Nov</b>  | <b>Jan</b>   | <b>Mar</b>   | <b>June</b>  |
|   |  |   |   |   |
| Strategy 2 Details  | Reviews   |  |  |  |
| <p><b>Strategy 2:</b> Increase the number of students who score a 3 or above on Advanced Placement exam scores and earn college credit by providing additional test prep materials for all AP students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Advanced Placement exam scores</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Education, Campus Administration, Counselors and Teachers</p> <p><b>Title I:</b><br/>2.5</p>  | <b>Formative</b>  |  |  | <b>Summative</b>   |
|   | <b>Nov</b>  | <b>Jan</b>   | <b>Mar</b>   | <b>June</b>  |
|   | N/A   |  |  |  |



| Strategy 3 Details  | Reviews   |   |   |   |
|---|---|---|---|---|
| <p><b>Strategy 3:</b> Increase the number of students receiving college credit through the OnRamps dual enrollment program during the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation and successful completion in OnRamps Dual Credit Courses</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs and Director of Secondary Education</p> <p><b>Title I:</b><br/>2.5</p> <p><b>Funding Sources:</b> - 204- Title IV, Part A</p> | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |    |    |    |    |
| Strategy 4 Details  | Reviews   |   |   |   |
| <p><b>Strategy 4:</b> Provide planning and training opportunities for teachers to provide high quality projects through the Texas Performance Standards Project.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher utilization of quality projects</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |    |    |    |    |
| Strategy 5 Details  | Reviews   |   |   |   |
| <p><b>Strategy 5:</b> Increase enrichment programs and opportunities for students that are under-represented in the Gifted and Talented and advanced academic program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students identified and participating in GT and advanced academic programs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p>   | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |    |    |    |    |
| Strategy 6 Details  | Reviews   |   |   |   |
| <p><b>Strategy 6:</b> By the end of students' junior year, all students will participate in the TSIA2 assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TSIA2 participation resulting in improved CCMR. Results will identify students who qualify for dual credit courses or College Prep Math and/or College Prep Reading during their senior year.</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Department, Campus Administration and Counselors</p>                         | <b>Formative</b>  |   |   | <b>Summative</b>  |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>   |
|   |  |  |  |  |

| Strategy 7 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 7:</b> Increase the number of LEP students that advance through the performance levels on the TELPAS assessment and successfully exit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores and increased number of students that are able to exit the program.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual Instructional Specialist, Bilingual and ESL Teachers</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 8 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 8:</b> Continue utilization of the Naviance College &amp; Career Readiness program to ensure all students meet HB5 requirements by choosing an Endorsement at the end of their 8th grade year and endure readiness for postsecondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> All student will develop a 4 year plan that enables them to discover their strengths and interests, build critical social-emotional learning skills, create actionable goals, and find their best-fit path and career after high school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Education, Campus Administrators, and Campus Counselors</p> <p><b>Funding Sources:</b> - 204- Title IV, Part A</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   | N/A              |            |            |                  |
| Strategy 9 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 9:</b> Explore opprunities to open an Early College High School (ECHS) at high school campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional opportunities for students to receive college credits while in high school</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent of C&amp;I</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>  |                  |            |            |                  |

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 5 Report on Violent or Criminal Incidents



# Texas City Independent School District

## 2022-23 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) *(To comply with FERPA, data are masked with an asterisk (\*) if the number of students involved is less than 5)*

| Reason Code  | Description   | 084906001      | 084906002     | 084906006           | 084906041      | 084906043    | 084906101 | 084906102  | 084906103   | 084906104          | 084906105           | 084906110 | 084906111 |
|--|---|----------------|---------------|---------------------|----------------|--------------|-----------|------------|-------------|--------------------|---------------------|-----------|-----------|
|  |   | TEXAS CITY H S | LA MARQUE H S | WOODROW WILSON DAEP | BLOCKER MIDDLE | GILES MIDDLE | FRY INT   | HEIGHTS EL | KOHFELDT EL | MANUEL GUAJARDO JR | ROOSEVELT-WILSON EL | HAYLEY EL | SIMMS EL  |
| 11   | Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)   |                | 1             |                     |                |              |           |            |             |                    |                     |           |           |
| 12   | Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)                                   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 14   | Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 16   | Arson – TEC §37.007(a)(2)(B)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 17   | Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 18   | Indecency With A Child – TEC §37.007(a)(2)(D)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 19   | Aggravated Kidnapping – TEC §37.007(a)(2)€  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 29   | Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 30   | Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 31   | Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)                          |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 32   | Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A) |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 36   | Felony Controlled Substance Violation – TEC §37.007(a)(3)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 37   | Felony Alcohol Violation – TEC §37.007(a)(3)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 46   | Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 47   | Manslaughter – TEC §37.007(a)(2)(G)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 48   | Criminally Negligent Homicide – TEC §37.007(a)(2)(H)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 49   | Engages in Deadly Conduct - TEC §37.007(b)(3)   |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 57   | Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)  |                |               |                     |                |              |           |            |             |                    |                     |           |           |
| 59   | Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)   |                | 1             | 14                  |                |              |           |            |             |                    |                     |           |           |
| <b>Total Incidents</b>                               |   | 0              | 2             | 14                  | 0              | 0            | 0         | 0          | 0           | 0                  | 0                   | 0         | 0         |
| <b>Student Enrollment (Fall 2022 PEIMS Snapshot)</b> |   | 1,707          | 631           | 65                  | 864            | 533          | 827       | 401        | 434         | 532                | 492                 | 562       | 474       |
| <b>Incident Rate</b>                                 |   | 0.0%           | 0.3%          | 21.5%               | 0.0%           | 0.0%         | 0.0%      | 0.0%       | 0.0%        | 0.0%               | 0.0%                | 0.0%      | 0.0%      |

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at: <https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

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

\* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 6 Student Performance in Postsecondary Institutions



## **Report of 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022**

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

Student performance is measured by the Grade Point Average (GPA) earned by 2020-2021 high school graduates who attended public four-year and two-year higher education in FY 2022. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2021, spring 2022, and summer 2022 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2022, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2022 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

**Texas High School Graduates from FY2021  
Enrolled in Texas Public or Independent Higher Education in FY 2022**

| County                | District                            | Total<br>Graduates | GPA for 1st Year in Public Higher<br>Education in Texas |              |              |              |      | Unk |
|-----------------------|-------------------------------------|--------------------|---|--------------|--------------|--------------|------|-----|
|                       |                                     |                    | <2.0  | 2.0-<br>2.49 | 2.5-<br>2.99 | 3.0-<br>3.49 | >3.5 |     |
| <b>TEXAS CITY ISD</b> |                                     |                    |   |              |              |              |      |     |
|                       | 084906002 LA MARQUE H S             |                    |   |              |              |              |      |     |
|                       | Four-Year Public University         | 20                 | 11  | 2            | 3            | 2            | 2    | 0   |
|                       | Two-Year Public Colleges            | 31                 | 10  | 2            | 1            | 9            | 4    | 5   |
|                       | Independent Colleges & Universities | 1                  |   |              |              |              |      |     |
|                       | Not Trackable                       | 8                  |   |              |              |              |      |     |
|                       | Not Found                           | 92                 |   |              |              |              |      |     |
|                       | Total High School Graduates         | 152                |   |              |              |              |      |     |
|                       | 084906001 TEXAS CITY H S            |                    |   |              |              |              |      |     |
|                       | Four-Year Public University         | 58                 | 9   | 6            | 18           | 12           | 13   | 0   |
|                       | Two-Year Public Colleges            | 117                | 35  | 18           | 18           | 24           | 16   | 6   |
|                       | Independent Colleges & Universities | 5                  |   |              |              |              |      |     |
|                       | Not Trackable                       | 11                 |   |              |              |              |      |     |
|                       | Not Found                           | 217                |   |              |              |              |      |     |
|                       | Total High School Graduates         | 408                |   |              |              |              |      |     |

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT

*Texas City Independent School District*

### SECTION 7

Progress Toward Meeting Board-  
adopted HB 3 Goals





## Texas City ISD Early Childhood Literacy Board Outcome Goal

**The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 28% to 47% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 30%  | 33%  | 36%  | 47%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | COVID             | COVID      | COVID        | COVID               | COVID | COVID          | COVID              |
| 2021 | 17%              | 31%      | 44%   | *               | *     | *                | 34%               | 12%        | 28%          | 16%                 | 31%   | 30%            | 28%                |
| 2022 | 20%              | 34%      | 47%   | *               | *     | *                | 36%               | 15%        | 31%          | 19%                 | 34%   | 33%            | 31%                |
| 2023 | 23%              | 37%      | 50%   | *               | *     | *                | 39%               | 18%        | 34%          | 22%                 | 37%   | 36%            | 34%                |
| 2024 | 34%              | 48%      | 61%   | *               | *     | *                | 50%               | 29%        | 45%          | 33%                 | 48%   | 47%            | 45%                |

All Students

|      |     |     |     |     |   |   |   |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| 2021 | 33% | 21% | 32% | 48% | * | * | * | 41% | 19% | 30% | 25% | 29% | 36% | 26% |
| 2022 | 42% | 28% | 43% | 53% | * | * | * | 74% | 21% | 39% | 42% | 36% | 43% | 41% |
| 2023 | 43% | 32% | 49% | 48% | * | * | * | 64% | 23% | 44% | 67% | 59% | 45% | 45% |

## Texas City ISD Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 88% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 71%  | 74%  | 77%  | 88%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | *                 | *          | COVID        | *                   | COVID | *              | *                  |
| 2021 | 63%              | 89%      | 91%   | *               | *     | *                | *                 | *          | 81%          | *                   | 65%   | *              | *                  |
| 2022 | 66%              | 92%      | 94%   | *               | *     | *                | *                 | *          | 84%          | *                   | 68%   | *              | *                  |
| 2023 | 69%              | 95%      | 97%   | *               | *     | *                | *                 | *          | 87%          | *                   | 71%   | *              | *                  |
| 2024 | 80%              | 99%      | 99%   | *               | *     | *                | *                 | *          | 98%          | *                   | 82%   | *              | *                  |

All Students

|      |     |     |     |     |   |   |   |   |     |     |   |     |   |   |
|------|-----|-----|-----|-----|---|---|---|---|-----|-----|---|-----|---|---|
| 2021 | 69% | 60% | 68% | 77% | * | * | * | * | *   | 69% | * | 82% | * | * |
| 2022 | 87% | 79% | 89% | *   | * | * | * | * | *   | 87% | * | *   | * | * |
| 2023 | 86% | 81% | 90% | 83% | * | * | * | * | 74% | 86% | * | *   | * | * |

## Texas City ISD Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 69% to 89% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 72%  | 75%  | 78%  | 89%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | COVID             | COVID      | COVID        | *                   | COVID | *              | *                  |
| 2021 | 67%              | 76%      | 81%   | *               | *     | *                | 78%               | 8%         | 38%          | *                   | 34%   | *              | *                  |
| 2022 | 70%              | 79%      | 84%   | *               | *     | *                | 81%               | 11%        | 41%          | *                   | 37%   | *              | *                  |
| 2023 | 73%              | 82%      | 87%   | *               | *     | *                | 84%               | 14%        | 44%          | *                   | 40%   | *              | *                  |
| 2024 | 84%              | 93%      | 98%   | *               | *     | *                | 95%               | 25%        | 55%          | *                   | 51%   | *              | *                  |

All Students

|      |     |     |     |     |   |   |   |     |     |     |   |     |   |   |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|---|-----|---|---|
| 2021 | 51% | 37% | 56% | 58% | * | * | * | 55% | 27% | 48% | * | 64% | * | * |
| 2022 | 50% | 60% | 66% | 76% | * | * | * | 67% | 60% | 63% | * | 74% | * | * |
| 2023 | 46% | 28% | 47% | 19% | * | * | * | *   | 38% | 45% | * | 65% | * | * |

## Texas City ISD Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 62% to 82% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 65%  | 68%  | 71%  | 82%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | COVID             | COVID      | COVID        | *                   | COVID | *              | *                  |
| 2021 | 52%              | 68%      | 72%   | *               | *     | *                | 73%               | 42%        | 65%          | *                   | 67%   | *              | *                  |
| 2022 | 55%              | 71%      | 75%   | *               | *     | *                | 75%               | 45%        | 68%          | *                   | 70%   | *              | *                  |
| 2023 | 58%              | 74%      | 78%   | *               | *     | *                | 78%               | 48%        | 71%          | *                   | 73%   | *              | *                  |
| 2024 | 69%              | 85%      | 89%   | *               | *     | *                | 89%               | 59%        | 82%          | *                   | 84%   | *              | *                  |

All Students

|      |     |     |     |     |   |   |   |     |     |     |   |     |   |   |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|---|-----|---|---|
| 2021 | 54% | 40% | 57% | 89% | * | * | * | 59% | 30% | 50% | * | 62% | * | * |
| 2022 | 50% | 44% | 50% | 59% | * | * | * | 58% | 32% | 53% | * | 50% | * | * |
| 2023 | 41% | 35% | 43% | 45% | * | * | * | 50% | 33% | 40% | * | 50% | * | * |

## Texas City ISD Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.

### Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| N/A  | 37%  | 39%  | 42%  | 45%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | N/A              | N/A      | N/A   | *               | *     | *                | N/A               | N/A        | N/A          | N/A                 | N/A | N/A            | N/A                |
| 2021 | 22%              | 40%      | 55%   | *               | *     | *                | 34%               | 20%        | 36%          | 23%                 | 43% | 38%            | 36%                |
| 2022 | 24%              | 42%      | 57%   | *               | *     | *                | 36%               | 22%        | 38%          | 25%                 | 45% | 40%            | 38%                |
| 2023 | 27%              | 45%      | 60%   | *               | *     | *                | 39%               | 25%        | 41%          | 28%                 | 48% | 43%            | 41%                |
| 2024 | 30%              | 48%      | 63%   | *               | *     | *                | 42%               | 28%        | 44%          | 31%                 | 51% | 46%            | 44%                |

All Students

|      |     |     |     |     |   |   |   |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| 2021 | 29% | 15% | 28% | 41% | * | * | * | 41% | 18% | 26% | 38% | 26% | 32% | 17% |
| 2022 | 37% | 19% | 39% | 59% | * | * | * | 52% | 19% | 34% | 33% | 37% | 40% | 30% |
| 2023 | 39% | 24% | 44% | 48% | * | * | * | 52% | 15% | 36% | 50% | 50% | N/A | 39% |

## Texas City ISD Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 85%  | 87%  | 90%  | 92%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|----|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | *                 | *          | COVID        | *                   | *  | *              | *                  |
| 2021 | 63%              | 89%      | 91%   | *               | *     | *                | *                 | *          | 81%          | *                   | *  | *              | *                  |
| 2022 | 65%              | 91%      | 93%   | *               | *     | *                | *                 | *          | 83%          | *                   | *  | *              | *                  |
| 2023 | 68%              | 94%      | 96%   | *               | *     | *                | *                 | *          | 86%          | *                   | *  | *              | *                  |
| 2024 | 71%              | 97%      | 99%   | *               | *     | *                | *                 | *          | 89%          | *                   | *  | *              | *                  |

All Students

|      |     |     |     |      |   |   |   |   |     |     |   |      |   |   |
|------|-----|-----|-----|------|---|---|---|---|-----|-----|---|------|---|---|
| 2021 | 82% | 70% | 84% | *    | * | * | * | * | 59% | 82% | * | *    | * | * |
| 2022 | 94% | 91% | 93% | 100% | * | * | * | * | 87% | 94% | * | 100% | * | * |
| 2023 | 91% | 86% | *   | *    | * | * | * | * | 84% | 91% | * | *    | * | * |

## Texa City ISD Early Childhood Math Progress Measure 2

**The percent of K - 1 students that score on grade level or above in math will increase from 71% to 81% by June 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 73%  | 76%  | 79%  | 81%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | COVID             | COVID      | COVID        | *                   | COVID | *              | *                  |
| 2021 | 74%              | 84%      | 83%   | *               | *     | *                | 83%               | 55%        | 79%          | *                   | 84%   | *              | *                  |
| 2022 | 76%              | 86%      | 85%   | *               | *     | *                | 85%               | 57%        | 81%          | *                   | 86%   | *              | *                  |
| 2023 | 79%              | 89%      | 88%   | *               | *     | *                | 88%               | 60%        | 84%          | *                   | 89%   | *              | *                  |
| 2024 | 82%              | 92%      | 91%   | *               | *     | *                | 91%               | 63%        | 87%          | *                   | 92%   | *              | *                  |

All Students

|      |     |     |     |     |   |   |   |     |     |     |   |     |   |   |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|---|-----|---|---|
| 2021 | 81% | 74% | 84% | 83% | * | * | * | 67% | 27% | 55% | * | 60% | * | * |
| 2022 | 68% | 54% | 69% | 81% | * | * | * | 77% | 57% | 66% | * | 80% | * | * |
| 2023 |     |     |     |     | * | * | * |     |     |     | * |     | * | * |

## Texas City ISD Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 70% to 80% by June**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 72%  | 74%  | 77%  | 80%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | *               | *     | *                | COVID             | COVID      | COVID        | *                   | COVID | *              | *                  |
| 2021 | 54%              | 78%      | 82%   | *               | *     | *                | 76%               | 39%        | 70%          | *                   | 79%   | *              | *                  |
| 2022 | 56%              | 80%      | 84%   | *               | *     | *                | 78%               | 41%        | 72%          | *                   | 81%   | *              | *                  |
| 2023 | 59%              | 83%      | 87%   | *               | *     | *                | 81%               | 44%        | 75%          | *                   | 84%   | *              | *                  |
| 2024 | 62%              | 86%      | 90%   | *               | *     | *                | 84%               | 47%        | 78%          | *                   | 87%   | *              | *                  |

All Students

|      |     |     |     |     |   |   |   |     |     |     |   |     |   |   |
|------|-----|-----|-----|-----|---|---|---|-----|-----|-----|---|-----|---|---|
| 2021 | 71% | 47% | 74% | 83% | * | * | * | 74% | 50% | 67% | * | 67% | * | * |
| 2022 | 57% | 40% | 61% | 69% | * | * | * | 73% | 31% | 54% | * | 63% | * | * |
| 2023 |     |     |     |     | * | * | * |     |     |     | * |     | * | * |



## Texas City ISD CCMR Board Outcome Goal

**The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by August 2024.**

### Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 52%  | 52%  | 55%  | 60%  | 75%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | 45%              | 54%      | 57%   | *               | *     | *                | *                 | 41%        | 45%          | N/A                 | 59% | N/A            | N/A                |
| 2021 | 45%              | 54%      | 57%   | *               | *     | *                | *                 | 41%        | 45%          | N/A                 | 59% | N/A            | N/A                |
| 2022 | 48%              | 57%      | 60%   | *               | *     | *                | *                 | 44%        | 48%          | N/A                 | 62% | N/A            | N/A                |
| 2023 | 53%              | 62%      | 65%   | *               | *     | *                | *                 | 49%        | 53%          | N/A                 | 67% | N/A            | N/A                |
| 2024 | 68%              | 77%      | 80%   | *               | *     | *                | *                 | 64%        | 68%          | N/A                 | 82% | N/A            | N/A                |

All Students

|              |     |     |     |     |   |   |   |     |     |     |     |     |     |     |
|--------------|-----|-----|-----|-----|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| 19-20 (2021) | 58% | 42% | 64% | 76% | * | * | * | 29% | 70% | 53% | N/A | 14% | N/A | N/A |
| 20-21 (2022) | 65% | 58% | 63% | 77% | * | * | * | 43% | 94% | 61% | N/A | 50% | N/A | N/A |
| 21-22 (2023) | 65% | 60% | 63% | 78% | * | * | * | 71% | 93% | 62% | N/A | 56% | 68% | N/A |

## Texas City ISD CCMR Progress Measure 1

**The percent of CCMR students that meet the requirement to be considered "College Ready" (Both TSIA criteria in Math and Reading) will increase from 23% to 50% by August 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 29%  | 32%  | 35%  | 50%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | COVID           | COVID | COVID            | COVID             | COVID      | COVID        | COVID               | COVID | COVID          | COVID              |
| 2021 | 25%              | 24%      | 37%   | 26%             | *     | *                | 35%               | 8%         | 21%          | *                   | 6%    | *              | *                  |
| 2022 | 28%              | 37%      | 40%   | 29%             | *     | *                | 38%               | 11%        | 24%          | *                   | 9%    | *              | *                  |
| 2023 | 31%              | 40%      | 43%   | 32%             | *     | *                | 41%               | 14%        | 27%          | *                   | 12%   | *              | *                  |
| 2024 | 46%              | 55%      | 58%   | 47%             | *     | *                | 56%               | 29%        | 42%          | *                   | 27%   | *              | *                  |

All Students

|              |     |     |     |     |   |   |   |     |    |     |     |    |     |     |
|--------------|-----|-----|-----|-----|---|---|---|-----|----|-----|-----|----|-----|-----|
| 19-20 (2021) | 31% | 20% | 33% | 49% | * | * | * | 14% | 4% | 25% | N/A | 7% | N/A | N/A |
| 20-21 (2022) | 25% | 14% | 30% | 33% | * | * | * | 29% | 3% | 22% | N/A | 1% | N/A | N/A |
| 21-22 (2023) | 25% | 21% | 28% | 39% | * | * | * | 27% | 3% | 22% | N/A | 0% | N/A | N/A |

## Texas City ISD CCMR Progress Measure 2

**The percent of CCMR students that earn an industry-based certification from the approved TEA list will increase from 17% to 32% by August 2024.**

### Yearly Target Goals

| 2020  | 2021 | 2022 | 2023 | 2024 |
|-------|------|------|------|------|
| COVID | 23%  | 26%  | 29%  | 32%  |

### Closing the Gaps Student Groups Yearly Targets

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL    | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-------|----------------|--------------------|
| 2020 | COVID            | COVID    | COVID | COVID           | COVID | COVID            | COVID             | COVID      | COVID        | COVID               | COVID | COVID          | COVID              |
| 2021 | 20%              | 26%      | 23%   | 26%             | *     | *                | 20%               | 20%        | 23%          | *                   | 20%   | *              | *                  |
| 2022 | 23%              | 29%      | 26%   | 29%             | *     | *                | 23%               | 23%        | 26%          | *                   | 23%   | *              | *                  |
| 2023 | 26%              | 31%      | 29%   | 32%             | *     | *                | 26%               | 26%        | 29%          | *                   | 26%   | *              | *                  |
| 2024 | 41%              | 44%      | 41%   | 47%             | *     | *                | 41%               | 41%        | 44%          | *                   | 41%   | *              | *                  |

All Students

|              |     |     |     |     |   |   |   |     |     |     |     |     |     |     |
|--------------|-----|-----|-----|-----|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| 19-20 (2021) | 18% | 14% | 23% | 17% | * | * | * | 29% | 17% | 19% | N/A | 7%  | N/A | N/A |
| 20-21 (2022) | 25% | 18% | 25% | 34% | * | * | * | 14% | 18% | 23% | N/A | 27% | N/A | N/A |
| 21-22 (2023) | 34% | 24% | 39% | 41% | * | * | * | 47% | 31% | 33% | N/A | 32% | N/A | N/A |

# TAPR 2022

## TEXAS ACADEMIC PERFORMANCE REPORT *Texas City Independent School District*

### SECTION 8 2022-2023 TAPR Glossary



# 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.

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

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

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

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

## Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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



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

## STAAR Participation (2022–23)

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

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

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

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

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

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

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

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

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

Attendance is calculated as follows:

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

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

*(Data source: PEIMS 42400)*

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

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

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

*(Data source: PEIMS 42400)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Additional Information on Cohorts:

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

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

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

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

### 4-Year Longitudinal Rate

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

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

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

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

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

---

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

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

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

---

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

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

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

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

---

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

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

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

---

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

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

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

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

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

---

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

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

## 5-Year Extended Longitudinal Rate

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

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

---

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

## 6-year Extended Longitudinal Rate

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

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

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

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

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

---

**number of students in the 2020 cohort\***

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

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

---

**number of students in the 2020 cohort\***

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

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

---

**number of students in the 2020 cohort\***

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

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

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

---

**number of students in the 2020 cohort\***

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

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

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

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

---

**number of students in the 2020 cohort\***

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

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

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

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

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

## *Additional Information about Federal Graduation Rates*

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

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

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

---

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

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

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

---

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

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

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

---

**number of students in the 2020 cohort\*\***

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

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



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

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

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

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

---

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

---

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

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

---

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

---

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

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

---

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

---

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

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

---

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

---

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

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

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

---

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

---

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

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

---

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

---

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

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

---

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

---

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

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

---

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

---

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

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

For additional information about graduation programs please see

[https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2022-2023)

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

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

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

*(Data source: PEIMS 40203)*

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

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

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

---

**total number of graduates in the 2021-22 school year**

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

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

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

---

**total number of graduates in the 2021-22 school year**

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

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

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

### College Readiness

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

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

- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
  - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
  - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
  - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

## Career/Military Readiness

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

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

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

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

## College, Career, or Military Ready Graduates

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

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

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

## College Ready Graduates

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

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

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

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

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

The percentages are calculated as follows:

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

## *English Language Arts.*

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

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number of 2021-22 annual graduates

## *Mathematics.*

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

---

number of 2021-22 annual graduates

## *Both Subjects.*

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

---

number of 2021-22 annual graduates

## *Any Subject.*

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

---

number of 2021-22 annual graduates

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

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

---

number of 2021-22 annual graduates

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

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

---

number of 2021-22 annual graduates

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

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

---

Number of 2021-22 annual graduates

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

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

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

## Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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



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

## CCMR-related Indicators (2022–23)

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

*English Language Arts.*

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

*Mathematics.*

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

*Both Subjects.*

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

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

*English Language Arts.*

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

*Mathematics.*

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

*Both Subjects.*

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

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

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

## *All Subjects.*

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

---

total students enrolled in grades 11 & 12

## *English Language Arts.*

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

---

total students enrolled in grades 11 & 12

## *Mathematics.*

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

---

total students enrolled in grades 11 & 12

## *Science.*

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

---

total students enrolled in grades 11 & 12

## *Social Studies.*

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

---

total students enrolled in grades 11 & 12

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

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

## *All Subjects.*

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

---

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

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## *English Language Arts.*

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

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

## *Mathematics.*

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

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

## *Science.*

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

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

## *Social Studies.*

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

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

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

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

## *All Subjects.*

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

---

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

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

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

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

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

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number of 2021-22 graduates reported

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

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

---

number of 2021-22 graduates reported

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

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

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

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number of 2021-22 graduates who took the SAT

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

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

---

number of 2021-22 graduates who took the SAT

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

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

---

number of 2021-22 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

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

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

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

---

number of 2021-22 graduates who took the ACT

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

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

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

---

number of 2021-22 graduates who took the ACT

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

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

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number of 2021-22 graduates who took the ACT

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

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

---

number of 2021-22 graduates who took the ACT

## Other Postsecondary Indicators (2022–23)

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

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

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

*Any Subject.*

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

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

*English Language Arts.*

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

---

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

*Mathematics.*

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

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

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

*Science.*

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

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

*Social Studies.*

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

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

*(Data source: PEIMS 43415)*

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

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

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number of graduates during the 2020-21 school year

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

*(Data source: THECB)*

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

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

## Student Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

---

**total number of students**

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

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

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

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

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

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

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

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

**number of students with one or more disciplinary placements**

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

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

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

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

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

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

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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

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

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

*(Data source: PEIMS 40100)*

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

*(Data source: PEIMS 40100)*



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

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

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

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

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

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**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:**

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

**number of mobile students in 2021–22**

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

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

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

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

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

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

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

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**number of students enrolled in fall 2021**

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

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

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

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**number of students enrolled from one school year who return the next year or who graduate**

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

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

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

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

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2021–22 school year**

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

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: PEIMS 30090)*

## Staff Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Data source: PEIMS 30050)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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



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## Appendix A

### Advanced Academic Courses

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

### English Language Arts

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

### Mathematics

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

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

## Technology Applications

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

## Fine Arts

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

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

## Science

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

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

## Social Studies/History

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

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

## Foreign Language

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

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

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

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

## Career and Technical Education

| Course Code | Course Name |
|-------------|-------------|
| N1100014    | AP RESEARCH |
| N1130026    | AP SEMINAR  |

## Other

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



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

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

### CENTRAL ADMINISTRATORS

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

### CAMPUS ADMINISTRATORS

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

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

### PROFESSIONAL SUPPORT STAFF

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

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