BARBERS HILL
Independent School District

Annual Performance Report 2023-2024

Guidelines

December 2024

2023–24 Texas Academic Performance Report

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

As of December 2024, the TAPR does not include *A–F* ratings or Distinction Designations. *The issuance of the* A–F *ratings under 2024 rule is pending and subject to change.*

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

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

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
    a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
    b. As of December 2024, the PDF TAPR does not include *A–F* ratings or Distinction Designations.

    Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2025. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2022–23 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

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

3. **District Accreditation Status** *District accreditation statuses for the 2023-24 and 2024-25 school years have not been issued as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change*. Each district's annual report must instead include the 2022-23

accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

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

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

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

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

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

    The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2025.

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

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

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

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

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

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

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is ***separate*** from widely releasing the annual report to the public. This means for the 2024-25 school year, the 2022-2023 TAPR was posted on District websites as it is the most recent.

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

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

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
    - **The Accountability Subset** The PDF TAPR includes the 2023 and 2024 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

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

Texas Education Agency

2024 A-F Accountability Listing

BARBERS HILL ISD (036902) - CHAMBERS COUNTY

✷ Confidential ✷

								School Progress									
								Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		
Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label
	BARBERS HILL ISD				**7,692**	**No**	**31.1%**	**A**	**92**	**A**	**92**	**B**	**83**	**B**	**86**	**A**	**92**	
036902104	BARBERS HILL EL NORTH	Elementary	01 - 03	No	865	No	30.5%	A	94	A	93	Not Rated		A	90	A	97	
036902105	BARBERS HILL EL SOUTH	Elementary	01 - 03	No	917	No	41.0%	A	92	A	91	Not Rated		B	85	A	94	
036902044	BARBERS HILL INT NORTH	Elementary	04 - 06	No	861	No	27.6%	A	92	A	93	A	90	B	88	A	90	
036902045	BARBERS HILL INT SOUTH	Elementary	04 - 06	No	935	No	33.7%	A	90	A	91	B	82	B	83	B	89	
036902302	EARLY CHILDHOOD CENTER	Elementary	EE - KG	Yes	823	No	39.9%	A	92	Not Rated		Not Rated		Not Rated		Not Rated		
036902042	BARBERS HILL MIDDLE NORTH	Middle School	07 - 08	No	579	No	26.1%	A	90	A	91	B	84	B	82	B	87	
036902043	BARBERS HILL MIDDLE SOUTH	Middle School	07 - 08	No	619	No	31.5%	A	92	A	91	B	87	B	85	A	93	
036902005	ALTERNATIVE SCHOOL	High School	07 - 12	No	13	No	53.8%	Not Rated		Not Rated		Not Rated		Not Rated		Not Rated		
036902001	BARBERS HILL H S	High School	09 - 12	No	2,080	No	24.8%	A	92	A	92	B	80	B	86	A	93	

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

2023-24 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

District Number: 036902

2024 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	**93%**	83%	93%	93%	*	100%	*	95%	62%	86%	93%	91%	89%	91%
	2023	76%	77%	**95%**	88%	96%	95%	*	91%	*	92%	78%	88%	95%	92%	86%	91%
At Meets Grade Level or Above	2024	48%	50%	**76%**	61%	75%	78%	*	92%	*	67%	33%	64%	79%	66%	64%	70%
	2023	50%	52%	**78%**	75%	76%	79%	*	73%	*	77%	50%	81%	78%	76%	58%	76%
At Masters Grade Level	2024	21%	23%	**41%**	42%	36%	43%	*	69%	*	38%	6%	36%	44%	34%	30%	18%
	2023	20%	21%	**39%**	31%	35%	43%	*	36%	*	19%	22%	25%	39%	37%	16%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	72%	**90%**	78%	89%	91%	*	100%	*	91%	58%	86%	91%	85%	84%	91%
	2023	73%	74%	**91%**	81%	91%	92%	*	100%	*	96%	69%	81%	91%	91%	79%	88%
At Meets Grade Level or Above	2024	42%	44%	**71%**	61%	68%	73%	*	100%	*	74%	36%	77%	74%	61%	59%	73%
	2023	45%	46%	**68%**	59%	65%	70%	*	73%	*	69%	52%	75%	69%	65%	49%	55%
At Masters Grade Level	2024	15%	17%	**32%**	25%	24%	36%	*	85%	*	30%	9%	32%	34%	26%	21%	27%
	2023	19%	20%	**36%**	22%	29%	40%	*	36%	*	27%	15%	50%	36%	35%	14%	12%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**93%**	89%	92%	95%	*	92%	*	93%	78%	89%	94%	93%	87%	97%
	2023	77%	77%	**92%**	85%	89%	94%	*	86%	-	92%	66%	89%	94%	88%	83%	76%
At Meets Grade Level or Above	2024	51%	53%	**72%**	64%	69%	73%	*	77%	*	83%	45%	68%	73%	69%	54%	70%
	2023	48%	48%	**66%**	48%	55%	73%	*	86%	-	62%	30%	74%	68%	62%	46%	31%
At Masters Grade Level	2024	23%	24%	**38%**	31%	38%	39%	*	46%	*	24%	15%	37%	41%	31%	17%	39%
	2023	22%	22%	**34%**	15%	26%	38%	*	86%	-	31%	6%	26%	35%	31%	23%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	71%	**88%**	75%	89%	88%	*	100%	*	79%	63%	80%	89%	85%	77%	91%
	2023	71%	72%	**89%**	79%	87%	91%	*	100%	-	92%	63%	89%	91%	85%	79%	72%
At Meets Grade Level or Above	2024	46%	48%	**66%**	47%	63%	69%	*	77%	*	59%	40%	70%	67%	62%	48%	76%
	2023	48%	49%	**72%**	58%	61%	78%	*	100%	-	85%	39%	84%	74%	67%	55%	38%
At Masters Grade Level	2024	21%	23%	**37%**	28%	31%	40%	*	46%	*	41%	13%	30%	38%	35%	17%	27%
	2023	22%	23%	**42%**	24%	30%	49%	*	86%	-	38%	7%	47%	47%	33%	28%	10%
Grade 5 Reading																	

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	**93%**	89%	91%	95%	*	100%	-	88%	66%	95%	94%	91%	86%	78%
	2023	81%	81%	**95%**	83%	96%	96%	*	100%	-	82%	70%	93%	96%	93%	87%	94%
At Meets Grade Level or Above	2024	55%	55%	**71%**	64%	59%	78%	*	100%	-	69%	34%	55%	75%	63%	55%	42%
	2023	57%	57%	**77%**	75%	76%	78%	*	100%	-	82%	35%	80%	79%	74%	60%	67%
At Masters Grade Level	2024	29%	30%	**42%**	31%	36%	46%	*	100%	-	38%	13%	32%	46%	35%	25%	19%
	2023	28%	29%	**47%**	29%	38%	51%	*	80%	-	53%	5%	47%	50%	41%	26%	39%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	**94%**	94%	91%	96%	*	100%	-	88%	71%	100%	95%	92%	88%	78%
	2023	80%	79%	**96%**	88%	95%	97%	*	100%	-	94%	85%	100%	97%	94%	91%	97%
At Meets Grade Level or Above	2024	50%	52%	**78%**	72%	68%	84%	*	100%	-	75%	41%	86%	80%	74%	63%	42%
	2023	51%	51%	**77%**	63%	67%	82%	*	100%	-	82%	39%	73%	80%	71%	62%	58%
At Masters Grade Level	2024	19%	21%	**41%**	33%	30%	47%	*	100%	-	38%	6%	41%	43%	37%	24%	8%
	2023	21%	22%	**37%**	17%	26%	42%	*	60%	-	35%	14%	27%	41%	28%	19%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	**89%**	83%	85%	91%	*	100%	-	93%	56%	91%	89%	89%	79%	71%
	2023	65%	64%	**89%**	79%	84%	91%	*	100%	-	88%	65%	87%	89%	89%	74%	76%
At Meets Grade Level or Above	2024	28%	29%	**62%**	44%	50%	70%	*	100%	-	47%	28%	59%	64%	57%	43%	23%
	2023	36%	35%	**65%**	46%	46%	74%	*	80%	-	71%	32%	73%	69%	59%	39%	36%
At Masters Grade Level	2024	11%	12%	**30%**	17%	20%	36%	*	86%	-	20%	8%	23%	33%	24%	14%	3%
	2023	16%	15%	**38%**	13%	24%	45%	*	80%	-	53%	12%	53%	41%	33%	21%	18%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	**92%**	77%	90%	93%	*	100%	-	96%	67%	89%	92%	90%	85%	92%
	2023	77%	77%	**90%**	83%	86%	93%	*	100%	*	90%	64%	100%	92%	87%	87%	74%
At Meets Grade Level or Above	2024	57%	57%	**78%**	57%	73%	81%	*	100%	-	78%	36%	72%	80%	73%	63%	70%
	2023	52%	54%	**73%**	56%	68%	77%	*	57%	*	71%	38%	76%	77%	64%	64%	41%
At Masters Grade Level	2024	26%	27%	**36%**	27%	33%	38%	*	75%	-	35%	7%	33%	41%	27%	24%	27%
	2023	22%	24%	**35%**	22%	32%	38%	*	29%	*	33%	8%	35%	37%	32%	29%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	**92%**	87%	87%	96%	*	100%	-	87%	72%	83%	94%	89%	87%	97%
	2023	75%	75%	**90%**	72%	88%	92%	*	100%	*	95%	63%	100%	90%	91%	86%	91%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	41%	**72%**	52%	61%	78%	*	100%	-	74%	34%	67%	75%	66%	60%	73%
	2023	40%	40%	**68%**	50%	62%	71%	*	71%	*	71%	42%	76%	69%	65%	54%	50%
At Masters Grade Level	2024	14%	15%	**35%**	16%	23%	40%	*	75%	-	35%	12%	33%	39%	26%	19%	27%
	2023	16%	17%	**37%**	28%	30%	40%	*	57%	*	43%	18%	35%	37%	38%	32%	24%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	**89%**	67%	86%	92%	*	75%	*	95%	57%	92%	91%	85%	84%	64%
	2023	78%	78%	**92%**	64%	92%	93%	*	100%	-	100%	53%	100%	92%	92%	88%	88%
At Meets Grade Level or Above	2024	54%	56%	**70%**	56%	69%	72%	*	38%	*	73%	31%	72%	72%	64%	58%	36%
	2023	55%	55%	**75%**	32%	74%	78%	*	100%	-	81%	24%	75%	76%	72%	60%	59%
At Masters Grade Level	2024	29%	31%	**39%**	22%	37%	42%	*	25%	*	36%	17%	44%	41%	35%	25%	13%
	2023	27%	28%	**42%**	20%	32%	48%	*	88%	-	52%	13%	44%	43%	41%	24%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	57%	**83%**	67%	80%	86%	*	100%	*	86%	52%	83%	84%	81%	75%	69%
	2023	63%	63%	**86%**	52%	83%	89%	*	100%	-	95%	47%	93%	87%	84%	77%	81%
At Meets Grade Level or Above	2024	34%	35%	**66%**	26%	60%	72%	*	88%	*	64%	37%	75%	70%	58%	51%	46%
	2023	37%	38%	**70%**	40%	68%	73%	*	100%	-	74%	24%	79%	69%	72%	55%	53%
At Masters Grade Level	2024	11%	12%	**34%**	15%	33%	35%	*	50%	*	32%	18%	50%	35%	29%	25%	15%
	2023	11%	12%	**37%**	12%	35%	38%	*	60%	-	53%	13%	50%	36%	37%	24%	22%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**91%**	65%	91%	93%	*	100%	-	96%	52%	94%	92%	90%	87%	85%
	2023	83%	83%	**95%**	96%	95%	95%	*	100%	-	75%	67%	100%	96%	92%	90%	88%
At Meets Grade Level or Above	2024	56%	58%	**75%**	39%	73%	76%	*	100%	-	96%	21%	83%	75%	75%	62%	59%
	2023	58%	58%	**78%**	78%	76%	79%	*	75%	-	38%	31%	73%	80%	72%	60%	42%
At Masters Grade Level	2024	29%	32%	**41%**	17%	30%	47%	*	88%	-	57%	8%	50%	42%	39%	26%	26%
	2023	28%	29%	**44%**	35%	36%	49%	*	38%	-	25%	10%	45%	45%	40%	24%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**90%**	72%	91%	90%	*	*	-	100%	60%	100%	88%	93%	84%	85%
	2023	76%	76%	**93%**	93%	96%	91%	*	100%	-	100%	70%	100%	94%	92%	92%	96%
At Meets Grade Level or Above	2024	43%	45%	**62%**	33%	61%	64%	*	*	-	54%	27%	70%	60%	66%	54%	50%
	2023	46%	46%	**70%**	47%	74%	70%	*	83%	-	57%	30%	50%	74%	64%	65%	58%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	18%	**24%**	11%	23%	25%	*	*	-	23%	13%	20%	22%	29%	17%	12%
	2023	17%	18%	**28%**	0%	30%	28%	*	50%	-	14%	4%	13%	30%	24%	25%	25%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	71%	**89%**	65%	88%	90%	*	100%	-	96%	51%	94%	90%	87%	81%	79%
	2023	74%	75%	**92%**	87%	93%	93%	*	100%	-	88%	57%	92%	94%	89%	86%	85%
At Meets Grade Level or Above	2024	44%	46%	**66%**	35%	60%	70%	*	100%	-	74%	25%	83%	67%	64%	50%	50%
	2023	47%	49%	**74%**	52%	74%	75%	*	100%	-	75%	27%	50%	75%	73%	60%	50%
At Masters Grade Level	2024	17%	19%	**27%**	13%	23%	28%	*	88%	-	43%	6%	39%	28%	25%	14%	12%
	2023	17%	19%	**36%**	17%	28%	40%	*	50%	-	25%	8%	25%	39%	27%	18%	23%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	61%	**79%**	48%	76%	83%	*	88%	-	91%	40%	89%	79%	81%	67%	65%
	2023	62%	62%	**82%**	78%	86%	80%	*	88%	-	75%	39%	58%	82%	81%	69%	65%
At Meets Grade Level or Above	2024	33%	34%	**47%**	17%	38%	53%	*	88%	-	57%	21%	67%	48%	46%	34%	35%
	2023	33%	34%	**52%**	39%	45%	55%	*	75%	-	38%	20%	58%	52%	49%	36%	27%
At Masters Grade Level	2024	17%	18%	**27%**	9%	20%	29%	*	63%	-	39%	5%	39%	28%	22%	13%	15%
	2023	16%	18%	**28%**	17%	22%	31%	*	38%	-	38%	12%	33%	30%	21%	19%	15%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	70%	**85%**	79%	83%	86%	*	100%	-	93%	49%	89%	87%	82%	74%	60%
	2023	72%	71%	**85%**	77%	82%	87%	*	100%	-	67%	40%	85%	85%	82%	76%	52%
At Meets Grade Level or Above	2024	52%	51%	**74%**	64%	72%	76%	*	78%	-	71%	25%	78%	77%	67%	57%	40%
	2023	52%	51%	**70%**	62%	64%	75%	*	100%	-	60%	16%	85%	74%	60%	58%	41%
At Masters Grade Level	2024	16%	17%	**32%**	21%	22%	37%	*	67%	-	36%	3%	44%	37%	19%	17%	10%
	2023	13%	14%	**20%**	8%	15%	22%	*	100%	-	13%	5%	8%	22%	14%	9%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	**88%**	68%	86%	90%	*	100%	-	100%	51%	82%	90%	83%	81%	65%
	2023	74%	73%	**87%**	76%	85%	90%	*	100%	-	79%	53%	88%	89%	82%	81%	70%
At Meets Grade Level or Above	2024	58%	58%	**73%**	44%	64%	79%	*	100%	-	73%	26%	45%	77%	60%	52%	32%
	2023	54%	53%	**74%**	62%	67%	79%	*	83%	-	74%	27%	75%	78%	63%	60%	40%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	9%	9%	**8%**	0%	5%	10%	*	57%	-	7%	1%	9%	9%	5%	1%	0%
	2023	9%	9%	**16%**	5%	11%	20%	*	33%	-	11%	3%	13%	18%	12%	12%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	81%	**95%**	96%	97%	94%	*	100%	-	100%	74%	100%	97%	92%	92%	97%
	2023	79%	79%	**95%**	93%	95%	95%	*	100%	-	100%	78%	94%	96%	94%	91%	100%
At Meets Grade Level or Above	2024	43%	46%	**71%**	42%	67%	74%	*	100%	-	90%	17%	100%	75%	63%	57%	50%
	2023	43%	46%	**74%**	73%	68%	77%	*	100%	-	55%	31%	69%	77%	66%	58%	55%
At Masters Grade Level	2024	24%	27%	**44%**	29%	44%	43%	*	88%	-	70%	3%	64%	47%	36%	32%	33%
	2023	23%	26%	**47%**	43%	39%	50%	*	100%	-	45%	13%	56%	50%	39%	29%	40%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	**97%**	97%	97%	98%	*	100%	-	100%	83%	100%	98%	96%	95%	90%
	2023	88%	87%	**96%**	91%	95%	96%	*	100%	-	100%	73%	92%	96%	94%	92%	91%
At Meets Grade Level or Above	2024	56%	58%	**79%**	70%	75%	82%	*	100%	-	91%	31%	100%	82%	73%	70%	55%
	2023	56%	56%	**81%**	77%	75%	84%	*	100%	-	92%	39%	75%	84%	74%	68%	50%
At Masters Grade Level	2024	19%	22%	**32%**	17%	23%	36%	*	44%	-	64%	8%	57%	35%	22%	18%	19%
	2023	21%	23%	**32%**	23%	22%	37%	*	100%	-	38%	3%	17%	35%	27%	22%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**98%**	86%	98%	99%	*	100%	-	100%	86%	100%	98%	99%	95%	95%
	2023	94%	94%	**98%**	100%	94%	99%	*	100%	-	100%	82%	*	98%	96%	90%	100%
At Meets Grade Level or Above	2024	69%	70%	**88%**	62%	83%	93%	*	86%	-	88%	46%	82%	90%	82%	79%	63%
	2023	70%	71%	**89%**	100%	86%	90%	*	100%	-	82%	47%	*	90%	83%	78%	60%
At Masters Grade Level	2024	37%	39%	**61%**	38%	49%	67%	*	86%	-	59%	17%	64%	64%	46%	43%	26%
	2023	38%	41%	**65%**	64%	58%	68%	*	71%	-	76%	31%	*	68%	55%	53%	40%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	**97%**	*	88%	100%	*	*	-	*	-	-	99%	78%	90%	-
	2023	90%	92%	**100%**	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2024	59%	67%	**87%**	*	77%	91%	*	*	-	*	-	-	89%	67%	60%	-
	2023	61%	67%	**85%**	*	73%	88%	-	*	-	*	-	-	89%	33%	89%	-

	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	2024	12%	16%	**18%**	*	15%	14%	*	*	-	*	-	-	20%	0%	0%	-
	2023	12%	15%	**20%**	*	13%	20%	-	*	-	*	-	-	22%	0%	33%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	**90%**	79%	89%	92%	81%	98%	100%	93%	63%	90%	91%	88%	84%	81%
	2023	76%	76%	**91%**	82%	90%	93%	78%	98%	*	91%	64%	91%	92%	89%	84%	83%
At Meets Grade Level or Above	2024	48%	50%	**71%**	52%	65%	75%	68%	90%	100%	73%	32%	72%	73%	65%	57%	52%
	2023	49%	50%	**73%**	59%	67%	76%	54%	87%	*	72%	34%	74%	75%	67%	57%	49%
At Masters Grade Level	2024	20%	22%	**35%**	23%	29%	38%	38%	68%	50%	38%	10%	38%	37%	29%	21%	19%
	2023	20%	21%	**37%**	22%	29%	40%	24%	62%	*	37%	11%	36%	38%	32%	23%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	**91%**	78%	89%	92%	85%	96%	*	94%	61%	90%	92%	88%	84%	78%
	2023	77%	77%	**91%**	82%	90%	93%	83%	97%	*	86%	61%	93%	92%	89%	84%	80%
At Meets Grade Level or Above	2024	54%	55%	**73%**	57%	69%	76%	69%	85%	*	77%	32%	67%	76%	67%	58%	52%
	2023	53%	53%	**74%**	61%	69%	77%	44%	83%	*	71%	31%	77%	76%	68%	58%	51%
At Masters Grade Level	2024	22%	23%	**35%**	25%	29%	38%	38%	64%	*	34%	9%	37%	38%	29%	21%	19%
	2023	20%	21%	**34%**	21%	27%	38%	17%	59%	*	30%	9%	31%	35%	32%	20%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	**90%**	82%	89%	92%	83%	100%	*	89%	64%	89%	92%	88%	84%	87%
	2023	75%	75%	**92%**	80%	91%	93%	64%	100%	*	96%	68%	93%	93%	90%	85%	89%
At Meets Grade Level or Above	2024	43%	45%	**70%**	50%	65%	74%	67%	94%	*	70%	34%	77%	73%	64%	56%	58%
	2023	45%	46%	**72%**	57%	66%	75%	43%	88%	*	72%	38%	74%	74%	67%	57%	52%
At Masters Grade Level	2024	17%	19%	**35%**	24%	30%	38%	33%	71%	*	39%	11%	39%	37%	31%	22%	22%
	2023	19%	20%	**38%**	22%	31%	41%	36%	63%	*	37%	12%	42%	39%	34%	25%	22%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	**91%**	83%	90%	93%	60%	100%	-	96%	62%	94%	92%	90%	85%	80%
	2023	77%	77%	**92%**	86%	91%	94%	83%	100%	-	92%	66%	90%	93%	91%	85%	83%
At Meets Grade Level or Above	2024	43%	45%	**69%**	51%	62%	74%	60%	100%	-	69%	28%	74%	71%	65%	54%	42%
	2023	47%	48%	**74%**	58%	67%	78%	83%	95%	-	79%	33%	67%	76%	68%	57%	44%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	18%	**30%**	16%	22%	33%	20%	71%	-	41%	7%	34%	32%	24%	15%	11%
	2023	18%	20%	**35%**	17%	24%	41%	0%	74%	-	42%	8%	33%	38%	29%	20%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	**88%**	66%	86%	90%	86%	93%	-	95%	63%	93%	88%	88%	79%	75%
	2023	78%	78%	**89%**	86%	89%	88%	*	93%	-	92%	60%	67%	89%	86%	77%	75%
At Meets Grade Level or Above	2024	51%	52%	**67%**	39%	59%	72%	71%	87%	-	70%	33%	72%	69%	60%	54%	45%
	2023	52%	52%	**68%**	62%	62%	70%	*	87%	-	68%	33%	67%	70%	61%	53%	36%
At Masters Grade Level	2024	27%	29%	**42%**	23%	33%	47%	57%	73%	-	48%	11%	48%	46%	31%	26%	19%
	2023	27%	29%	**45%**	35%	37%	47%	*	53%	-	64%	21%	40%	48%	33%	33%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	**64%**	50%	61%	67%	*	92%	*	62%	30%	59%	68%	54%	49%	61%
	2023	37%	38%	**63%**	53%	60%	66%	*	64%	*	65%	43%	69%	64%	62%	39%	55%
Reading and Mathematics Including EOC	2024	35%	37%	**64%**	50%	61%	67%	*	92%	*	62%	30%	59%	68%	54%	49%	61%
	2023	37%	38%	**63%**	53%	60%	66%	*	64%	*	65%	43%	69%	64%	62%	39%	55%
Reading Including EOC	2024	48%	50%	**76%**	61%	75%	78%	*	92%	*	67%	33%	64%	79%	66%	64%	70%
	2023	50%	52%	**78%**	75%	76%	79%	*	73%	*	77%	50%	81%	78%	76%	58%	76%
Math Including EOC	2024	42%	44%	**71%**	61%	68%	73%	*	100%	*	74%	36%	77%	74%	61%	59%	73%
	2023	45%	46%	**68%**	59%	65%	70%	*	73%	*	69%	52%	75%	69%	65%	49%	55%
4th Graders																	
Reading and Mathematics	2024	38%	40%	**60%**	44%	55%	62%	*	77%	*	59%	36%	58%	60%	58%	39%	61%
	2023	38%	39%	**61%**	42%	49%	69%	*	86%	-	54%	27%	74%	65%	54%	42%	24%
Reading and Mathematics Including EOC	2024	38%	40%	**60%**	44%	55%	62%	*	77%	*	59%	36%	58%	60%	58%	39%	61%
	2023	38%	39%	**61%**	42%	49%	69%	*	86%	-	54%	27%	74%	65%	54%	42%	24%
Reading Including EOC	2024	51%	53%	**72%**	64%	69%	73%	*	77%	*	83%	45%	68%	73%	69%	54%	70%
	2023	48%	48%	**66%**	48%	55%	73%	*	86%	-	62%	30%	74%	68%	62%	46%	31%
Math Including EOC	2024	46%	48%	**66%**	47%	63%	69%	*	77%	*	59%	40%	70%	67%	62%	48%	76%
	2023	48%	49%	**72%**	58%	61%	78%	*	100%	-	85%	39%	84%	74%	67%	55%	38%
5th Graders																	
Reading and Mathematics	2024	42%	43%	**64%**	56%	50%	72%	*	100%	-	63%	24%	50%	68%	57%	47%	28%
	2023	43%	43%	**68%**	58%	60%	72%	*	100%	-	76%	26%	60%	72%	63%	49%	48%

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Reading and Mathematics Including EOC	2024	42%	43%	**64%**	56%	50%	72%	*	100%	-	63%	24%	50%	68%	57%	47%	28%
	2023	43%	43%	**68%**	58%	60%	72%	*	100%	-	76%	26%	60%	72%	63%	49%	48%
Reading Including EOC	2024	55%	55%	**71%**	64%	59%	78%	*	100%	-	69%	34%	55%	75%	63%	55%	42%
	2023	57%	57%	**77%**	75%	76%	78%	*	100%	-	82%	35%	80%	79%	74%	60%	67%
Math Including EOC	2024	51%	52%	**78%**	72%	68%	84%	*	100%	-	75%	41%	86%	80%	74%	63%	42%
	2023	51%	51%	**77%**	63%	67%	82%	*	100%	-	82%	39%	73%	80%	71%	62%	58%
6th Graders																	
Reading and Mathematics	2024	36%	38%	**65%**	40%	55%	71%	*	100%	-	65%	25%	61%	69%	59%	50%	65%
	2023	35%	36%	**61%**	44%	56%	64%	*	43%	*	67%	33%	71%	64%	55%	50%	38%
Reading and Mathematics Including EOC	2024	36%	38%	**65%**	40%	55%	71%	*	100%	-	65%	25%	61%	69%	59%	50%	65%
	2023	35%	36%	**61%**	44%	56%	64%	*	43%	*	67%	33%	71%	64%	55%	50%	38%
Reading Including EOC	2024	57%	57%	**78%**	57%	73%	81%	*	100%	-	78%	36%	72%	80%	73%	63%	70%
	2023	52%	53%	**73%**	56%	68%	77%	*	57%	*	71%	38%	76%	77%	64%	64%	41%
Math Including EOC	2024	40%	42%	**72%**	52%	61%	78%	*	100%	-	74%	34%	67%	75%	66%	60%	73%
	2023	40%	41%	**68%**	50%	62%	71%	*	71%	*	71%	42%	76%	69%	65%	54%	50%
7th Graders																	
Reading and Mathematics	2024	35%	36%	**59%**	22%	54%	64%	*	38%	*	59%	28%	67%	63%	49%	43%	28%
	2023	37%	38%	**64%**	28%	61%	68%	*	100%	-	74%	18%	71%	64%	65%	47%	47%
Reading and Mathematics Including EOC	2024	36%	38%	**59%**	22%	55%	64%	*	38%	*	59%	28%	68%	63%	49%	43%	28%
	2023	38%	39%	**65%**	28%	61%	68%	*	100%	-	76%	18%	75%	65%	66%	47%	47%
Reading Including EOC	2024	54%	56%	**70%**	56%	69%	71%	*	38%	*	73%	31%	72%	72%	64%	57%	36%
	2023	55%	55%	**75%**	32%	74%	78%	*	100%	-	81%	24%	75%	76%	72%	60%	59%
Math Including EOC	2024	40%	42%	**67%**	26%	61%	72%	*	88%	*	64%	37%	76%	70%	58%	51%	46%
	2023	43%	44%	**71%**	40%	68%	73%	*	100%	-	76%	24%	81%	70%	72%	56%	53%
8th Graders																	
Reading and Mathematics	2024	28%	29%	**47%**	11%	44%	50%	*	*	-	54%	16%	50%	44%	53%	40%	31%
	2023	31%	31%	**57%**	33%	65%	56%	*	50%	-	29%	20%	38%	61%	50%	48%	33%
Reading and Mathematics Including EOC	2024	41%	44%	**63%**	26%	58%	66%	*	100%	-	74%	16%	72%	63%	62%	49%	41%
	2023	44%	45%	**70%**	57%	72%	71%	*	63%	-	38%	24%	55%	74%	60%	52%	38%
Reading Including EOC	2024	57%	58%	**75%**	39%	73%	76%	*	100%	-	96%	21%	83%	75%	75%	62%	59%
	2023	58%	58%	**78%**	78%	76%	79%	*	75%	-	38%	31%	73%	80%	72%	60%	42%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	52%	**73%**	43%	71%	75%	*	100%	-	74%	27%	83%	73%	73%	62%	59%
	2023	51%	53%	**79%**	65%	78%	80%	*	88%	-	63%	35%	58%	82%	70%	67%	62%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	37%	**61%**	40%	54%	65%	60%	83%	*	60%	27%	58%	63%	55%	45%	46%
	2023	37%	38%	**63%**	44%	58%	66%	30%	71%	*	65%	29%	66%	65%	59%	46%	42%
Reading and Mathematics Including EOC	2024	38%	40%	**62%**	41%	56%	67%	60%	84%	*	63%	27%	61%	65%	57%	46%	47%
	2023	39%	40%	**65%**	47%	60%	68%	36%	74%	*	66%	30%	68%	67%	60%	46%	42%
Reading Including EOC	2024	54%	55%	**73%**	58%	70%	76%	60%	84%	*	78%	34%	69%	75%	68%	59%	57%
	2023	53%	54%	**74%**	61%	71%	77%	55%	80%	*	73%	36%	77%	76%	70%	58%	53%
Math Including EOC	2024	45%	47%	**71%**	52%	65%	75%	60%	93%	*	69%	36%	77%	73%	66%	57%	61%
	2023	47%	47%	**72%**	56%	67%	76%	45%	87%	*	75%	39%	76%	74%	69%	57%	52%

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

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	68%	**75%**	66%	74%	74%	*	91%	*	83%	62%	67%	72%	80%	70%	84%
	2023	55%	55%	**58%**	59%	53%	60%	*	86%	-	63%	47%	55%	59%	56%	47%	38%
Grade 4 Mathematics	2024	60%	62%	**72%**	60%	73%	72%	*	91%	*	67%	60%	63%	72%	71%	58%	83%
	2023	63%	64%	**78%**	74%	76%	79%	*	86%	-	88%	63%	63%	80%	75%	69%	60%
Grade 5 ELA/Reading	2024	70%	71%	**81%**	77%	78%	82%	*	100%	-	80%	69%	74%	81%	81%	73%	69%
	2023	65%	65%	**77%**	70%	79%	77%	*	80%	-	82%	63%	69%	79%	73%	66%	82%
Grade 5 Mathematics	2024	65%	66%	**83%**	87%	78%	86%	*	100%	-	67%	73%	95%	83%	84%	77%	73%
	2023	71%	70%	**78%**	93%	76%	78%	*	80%	-	71%	81%	73%	76%	83%	74%	79%
Grade 6 ELA/Reading	2024	61%	62%	**70%**	59%	69%	72%	*	83%	-	63%	61%	72%	71%	68%	63%	77%
	2023	51%	52%	**59%**	47%	56%	61%	*	75%	*	62%	44%	65%	61%	53%	55%	44%
Grade 6 Mathematics	2024	48%	50%	**71%**	60%	61%	76%	*	100%	-	68%	51%	69%	73%	67%	63%	74%
	2023	54%	54%	**56%**	53%	54%	56%	*	75%	*	67%	43%	56%	53%	65%	52%	76%
Grade 7 ELA/Reading	2024	66%	67%	**73%**	65%	75%	72%	*	56%	*	81%	49%	78%	72%	75%	67%	55%
	2023	71%	72%	**80%**	63%	81%	81%	*	100%	-	74%	60%	80%	79%	84%	74%	78%
Grade 7 Mathematics	2024	49%	51%	**68%**	52%	66%	70%	*	81%	*	62%	54%	67%	69%	67%	60%	50%
	2023	56%	56%	**72%**	50%	76%	71%	*	100%	-	74%	42%	88%	69%	80%	68%	72%
Grade 8 ELA/Reading	2024	69%	71%	**74%**	59%	72%	75%	*	100%	-	86%	42%	92%	75%	74%	68%	62%
	2023	63%	62%	**73%**	82%	66%	76%	*	56%	-	67%	56%	82%	74%	70%	61%	67%
Grade 8 Mathematics	2024	66%	70%	**79%**	81%	79%	79%	*	*	-	68%	73%	63%	77%	82%	80%	69%
	2023	74%	74%	**76%**	65%	76%	77%	*	80%	-	80%	63%	71%	77%	74%	81%	79%
End of Course English I	2024	64%	65%	**74%**	61%	74%	75%	*	75%	-	90%	48%	86%	77%	67%	62%	52%
	2023	57%	56%	**57%**	56%	54%	59%	*	100%	-	31%	34%	40%	57%	58%	52%	56%
End of Course English II	2024	69%	70%	**71%**	75%	70%	71%	*	71%	-	89%	67%	63%	71%	72%	68%	77%
	2023	74%	73%	**79%**	58%	77%	81%	*	80%	-	85%	68%	100%	80%	77%	75%	71%
End of Course Algebra I	2024	72%	76%	**77%**	73%	75%	76%	*	100%	-	92%	65%	91%	76%	79%	69%	69%
	2023	76%	78%	**79%**	85%	71%	82%	*	100%	-	80%	79%	77%	79%	82%	77%	74%
All Grades Both Subjects	2024	64%	66%	**74%**	67%	73%	75%	72%	87%	*	76%	60%	75%	74%	74%	67%	68%
	2023	64%	64%	**71%**	67%	69%	72%	57%	84%	*	71%	57%	69%	71%	72%	65%	67%
All Grades ELA/Reading	2024	67%	68%	**74%**	66%	73%	75%	80%	83%	*	81%	58%	76%	74%	74%	67%	68%
	2023	63%	62%	**69%**	63%	67%	71%	59%	82%	*	68%	54%	68%	70%	68%	61%	62%
All Grades Mathematics	2024	60%	63%	**75%**	68%	72%	76%	58%	94%	*	71%	62%	75%	75%	75%	67%	69%
	2023	66%	66%	**73%**	72%	71%	74%	55%	87%	*	74%	61%	70%	72%	77%	70%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	**53%**	33%	67%	50%	-	*	-	*	36%	*	56%	50%	54%	*
	2023	33%	32%	**55%**	57%	42%	59%	*	-	-	*	38%	*	57%	50%	29%	20%
Grade 4 Mathematics	2024	26%	28%	**36%**	38%	53%	27%	-	-	-	*	21%	*	38%	32%	32%	*
	2023	27%	27%	**43%**	38%	39%	50%	*	-	-	-	21%	*	38%	48%	39%	30%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	36%	**56%**	50%	58%	57%	-	-	-	*	35%	*	55%	58%	44%	22%
	2023	37%	36%	**65%**	*	75%	74%	-	-	-	*	54%	*	70%	59%	42%	67%
Grade 5 Mathematics	2024	41%	40%	**62%**	75%	52%	68%	*	-	-	*	47%	*	64%	58%	60%	44%
	2023	48%	45%	**73%**	50%	73%	83%	-	-	-	*	65%	*	80%	67%	73%	*
Grade 6 ELA/Reading	2024	24%	24%	**39%**	17%	33%	46%	-	-	-	*	33%	*	27%	50%	29%	*
	2023	26%	25%	**18%**	*	18%	17%	-	*	-	*	13%	-	21%	10%	8%	0%
Grade 6 Mathematics	2024	27%	27%	**50%**	20%	50%	83%	-	-	-	*	22%	-	38%	58%	50%	*
	2023	35%	34%	**58%**	*	55%	80%	-	-	-	-	20%	-	50%	71%	33%	57%
Grade 7 ELA/Reading	2024	23%	23%	**36%**	50%	25%	43%	-	*	-	*	17%	*	26%	48%	38%	20%
	2023	39%	38%	**61%**	36%	72%	59%	-	-	-	-	33%	*	58%	65%	61%	75%
Grade 7 Mathematics	2024	14%	15%	**28%**	29%	31%	26%	-	-	-	-	12%	-	25%	36%	30%	*
	2023	22%	20%	**27%**	0%	35%	30%	-	-	-	-	5%	-	26%	28%	28%	*
Grade 8 ELA/Reading	2024	34%	36%	**42%**	25%	44%	46%	-	-	-	-	27%	*	41%	43%	46%	*
	2023	39%	37%	**60%**	*	54%	65%	-	-	-	*	39%	*	61%	57%	57%	67%
Grade 8 Mathematics	2024	44%	47%	**66%**	62%	69%	67%	*	-	-	*	44%	-	58%	82%	59%	67%
	2023	49%	48%	**74%**	80%	67%	77%	-	-	-	*	56%	*	71%	79%	65%	83%
End of Course English I	2024	20%	21%	**27%**	*	31%	15%	-	-	-	*	25%	-	14%	38%	22%	0%
	2023	26%	25%	**36%**	*	38%	30%	-	-	-	*	33%	*	24%	50%	31%	*
End of Course English II	2024	29%	31%	**55%**	*	67%	43%	-	-	-	*	41%	*	59%	44%	56%	50%
	2023	41%	40%	**46%**	50%	50%	41%	*	-	-	*	39%	*	42%	53%	59%	29%
End of Course Algebra I	2024	55%	56%	**73%**	-	78%	71%	-	-	-	-	59%	-	64%	83%	77%	*
	2023	58%	57%	**77%**	*	82%	71%	-	-	-	*	69%	-	75%	80%	73%	*
All Grades Both Subjects	2024	32%	33%	**49%**	42%	51%	48%	*	*	-	60%	33%	58%	46%	53%	46%	38%
	2023	38%	37%	**53%**	39%	54%	57%	*	*	-	50%	39%	70%	52%	55%	50%	49%
All Grades ELA/Reading	2024	30%	30%	**45%**	35%	47%	44%	-	*	-	64%	31%	56%	43%	48%	43%	31%
	2023	35%	34%	**50%**	38%	52%	52%	*	*	-	33%	37%	67%	49%	53%	46%	40%
All Grades Mathematics	2024	35%	36%	**53%**	49%	56%	52%	*	-	-	50%	35%	*	49%	59%	50%	50%
	2023	40%	39%	**57%**	40%	55%	63%	*	-	-	80%	41%	*	57%	58%	54%	61%

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

- Indicates there are no students in the group.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	75%	**90%**	88%	88%	-	-	-	-	76%	-	76%	-	67%	91%	80%	96%
	2023	76%	76%	**91%**	84%	84%	-	-	-	-	80%	-	80%	-	81%	92%	81%	97%
At Meets Grade Level or Above	2024	48%	50%	**71%**	57%	57%	-	-	-	-	44%	-	44%	-	44%	72%	48%	83%
	2023	49%	50%	**73%**	45%	45%	-	-	-	-	42%	-	42%	-	56%	74%	44%	87%
At Masters Grade Level	2024	20%	22%	**35%**	17%	17%	-	-	-	-	14%	-	14%	-	22%	36%	15%	49%
	2023	20%	21%	**37%**	16%	16%	-	-	-	-	11%	-	11%	-	13%	37%	13%	54%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	**91%**	92%	92%	-	-	-	-	70%	-	70%	-	*	91%	76%	96%
	2023	77%	77%	**91%**	85%	85%	-	-	-	-	74%	-	74%	-	71%	92%	78%	96%
At Meets Grade Level or Above	2024	54%	55%	**73%**	60%	60%	-	-	-	-	42%	-	42%	-	*	75%	48%	90%
	2023	53%	53%	**74%**	50%	50%	-	-	-	-	42%	-	42%	-	57%	75%	46%	87%
At Masters Grade Level	2024	22%	23%	**35%**	22%	22%	-	-	-	-	12%	-	12%	-	*	36%	15%	50%
	2023	20%	21%	**34%**	23%	23%	-	-	-	-	6%	-	6%	-	0%	35%	12%	43%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	73%	**90%**	90%	90%	-	-	-	-	82%	-	82%	-	*	91%	85%	98%
	2023	75%	75%	**92%**	85%	85%	-	-	-	-	90%	-	90%	-	86%	92%	88%	100%
At Meets Grade Level or Above	2024	43%	45%	**70%**	66%	66%	-	-	-	-	48%	-	48%	-	*	71%	55%	85%
	2023	45%	46%	**72%**	45%	45%	-	-	-	-	50%	-	50%	-	43%	73%	48%	92%
At Masters Grade Level	2024	17%	19%	**35%**	18%	18%	-	-	-	-	18%	-	18%	-	*	36%	18%	56%
	2023	19%	20%	**38%**	11%	11%	-	-	-	-	21%	-	21%	-	29%	38%	17%	67%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	**91%**	69%	69%	-	-	-	-	81%	-	81%	-	*	92%	78%	100%
	2023	77%	77%	**92%**	73%	73%	-	-	-	-	82%	-	82%	-	*	93%	80%	100%
At Meets Grade Level or Above	2024	43%	45%	**69%**	15%	15%	-	-	-	-	45%	-	45%	-	*	71%	36%	81%
	2023	47%	48%	**74%**	27%	27%	-	-	-	-	38%	-	38%	-	*	75%	36%	87%
At Masters Grade Level	2024	16%	18%	**30%**	0%	0%	-	-	-	-	9%	-	9%	-	*	31%	7%	45%
	2023	18%	20%	**35%**	9%	9%	-	-	-	-	4%	-	4%	-	*	37%	6%	48%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	**88%**	-	-	-	-	-	-	73%	-	73%	-	-	89%	73%	91%
	2023	78%	78%	**89%**	-	-	-	-	-	-	67%	-	67%	-	-	89%	67%	92%
At Meets Grade Level or Above	2024	51%	52%	**67%**	-	-	-	-	-	-	41%	-	41%	-	-	68%	41%	71%
	2023	52%	52%	**68%**	-	-	-	-	-	-	22%	-	22%	-	-	69%	22%	81%
At Masters Grade Level	2024	27%	29%	**42%**	-	-	-	-	-	-	16%	-	16%	-	-	44%	16%	38%
	2023	27%	29%	**45%**	-	-	-	-	-	-	7%	-	7%	-	-	45%	7%	69%
School Progress - Annual Growth																		

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	66%	**74%**	81%	81%	-	-	-	-	61%	-	61%	-	33%	75%	67%	81%
	2023	64%	64%	**71%**	62%	62%	-	-	-	-	67%	-	67%	-	70%	71%	65%	85%
All Grades ELA/Reading	2024	67%	68%	**74%**	77%	77%	-	-	-	-	61%	-	61%	-	*	74%	66%	82%
	2023	63%	62%	**69%**	56%	56%	-	-	-	-	62%	-	62%	-	60%	69%	60%	82%
All Grades Mathematics	2024	60%	63%	**75%**	85%	85%	-	-	-	-	60%	-	60%	-	*	75%	69%	78%
	2023	66%	66%	**73%**	68%	68%	-	-	-	-	73%	-	73%	-	80%	73%	71%	91%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	33%	**49%**	55%	55%	-	-	-	-	31%	-	31%	-	*	50%	38%	*
	2023	38%	37%	**53%**	33%	33%	-	-	-	-	57%	-	57%	-	*	54%	49%	*
All Grades ELA/Reading	2024	30%	30%	**45%**	44%	44%	-	-	-	-	29%	-	29%	-	*	48%	31%	*
	2023	35%	34%	**50%**	25%	25%	-	-	-	-	47%	-	47%	-	*	52%	40%	*
All Grades Mathematics	2024	35%	36%	**53%**	64%	64%	-	-	-	-	38%	-	38%	-	-	53%	50%	*
	2023	40%	39%	**57%**	40%	40%	-	-	-	-	75%	-	75%	-	*	57%	61%	*

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

- Indicates there are no students in the group.

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	99%	99%
Included in Accountability	92%	92%	**97%**	97%	96%	97%	100%	94%	100%	99%	97%	95%	98%	93%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**2%**	2%	3%	2%	0%	4%	0%	1%	2%	4%	1%	5%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%	1%	6%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%
Absent	1%	1%	**0%**	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	99%	100%	99%	100%	100%	100%	100%
Included in Accountability	91%	91%	**97%**	97%	95%	98%	100%	92%	*	98%	97%	95%	98%	93%	95%	87%
Not Included in Accountability: Mobile	4%	4%	**2%**	1%	3%	2%	0%	5%	*	1%	2%	4%	1%	5%	3%	3%
Not Included in Accountability: Other Exclusions	4%	4%	**1%**	0%	2%	0%	0%	3%	*	0%	1%	0%	0%	1%	1%	10%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	1%	0%	1%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	1%	0%	1%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	99%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	**97%**	97%	96%	97%	100%	96%	*	99%	97%	95%	98%	93%	96%	93%
Not Included in Accountability: Mobile	5%	5%	**3%**	2%	3%	2%	0%	3%	*	1%	2%	5%	1%	6%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	97%	99%	100%	100%	100%	-	98%	100%	100%	100%	99%	99%	98%
Included in Accountability	93%	93%	**97%**	95%	96%	97%	100%	92%	-	98%	97%	94%	98%	93%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**2%**	2%	3%	2%	0%	8%	-	0%	3%	6%	1%	5%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**1%**	3%	1%	0%	0%	0%	-	2%	0%	0%	0%	1%	1%	2%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	3%	0%	0%	0%	0%	-	2%	0%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Social Studies																
Assessment Participant	99%	99%	**99%**	96%	99%	100%	100%	100%	-	100%	99%	100%	100%	99%	99%	98%
Included in Accountability	94%	94%	**97%**	94%	97%	98%	100%	100%	-	100%	96%	100%	99%	92%	97%	93%
Not Included in Accountability: Mobile	4%	3%	**2%**	2%	3%	2%	0%	0%	-	0%	3%	0%	1%	7%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**1%**	4%	1%	0%	0%	0%	-	0%	1%	0%	0%	1%	1%	2%
Absent	1%	1%	**0%**	4%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	2%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**97%**	*	100%	96%	*	*	-	*	-	-	99%	82%	100%	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	89%	93%	97%	100%	97%	*	98%	94%	93%	98%	90%	93%	86%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	6%	2%	0%	1%	*	2%	4%	7%	2%	9%	6%	9%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	0%	3%	*	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**95%**	90%	92%	97%	100%	95%	*	98%	94%	93%	98%	90%	92%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	9%	6%	2%	0%	2%	*	2%	4%	6%	2%	9%	7%	9%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	1%	0%	0%	3%	*	0%	1%	1%	0%	1%	1%	9%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**96%**	90%	92%	97%	100%	96%	*	98%	94%	95%	98%	90%	92%	88%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**4%**	10%	7%	2%	0%	0%	*	2%	5%	5%	2%	9%	7%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	4%	*	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	93%	**96%**	88%	94%	97%	100%	100%	-	100%	94%	89%	98%	91%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	12%	6%	2%	0%	0%	-	0%	4%	11%	2%	9%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	84%	95%	98%	*	100%	-	100%	97%	88%	99%	89%	96%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	16%	5%	2%	*	0%	-	0%	2%	12%	1%	10%	4%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**99%**	*	100%	99%	-	*	-	*	-	-	100%	86%	90%	-

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.3%	**95.2%**	95.8%	94.8%	95.2%	95.6%	97.3%	*	95.1%	93.9%	94.0%	95.0%
2021-22	92.2%	92.5%	**94.6%**	95.2%	94.4%	94.6%	95.3%	96.8%	-	94.7%	93.2%	93.3%	94.8%
Chronic Absenteeism													
2022-23	20.3%	20.0%	**9.5%**	9.3%	10.8%	8.9%	14.3%	3.8%	*	11.0%	16.5%	16.1%	10.5%
2021-22	25.7%	24.1%	**12.8%**	14.6%	13.7%	12.3%	4.3%	5.7%	-	15.0%	19.1%	21.7%	11.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	**0.5%**	0.0%	0.8%	0.3%	*	5.3%	-	0.0%	0.7%	1.0%	5.9%
2021-22	0.7%	0.9%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.1%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	-	0.0%	0.4%	0.2%	0.0%
2021-22	2.2%	2.3%	**0.3%**	0.0%	0.5%	0.2%	0.0%	0.0%	-	0.0%	0.5%	0.8%	6.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	89.6%	**98.7%**	100.0%	97.0%	99.3%	*	100.0%	-	100.0%	91.4%	96.5%	72.7%
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.1%	**0.4%**	0.0%	0.7%	0.4%	*	0.0%	-	0.0%	2.9%	0.0%	0.0%
Dropped Out	6.3%	7.0%	**0.9%**	0.0%	2.2%	0.4%	*	0.0%	-	0.0%	5.7%	3.5%	27.3%
Graduates and TxCHSE	90.6%	89.9%	**98.7%**	100.0%	97.0%	99.3%	*	100.0%	-	100.0%	91.4%	96.5%	72.7%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**99.1%**	100.0%	97.8%	99.6%	*	100.0%	-	100.0%	94.3%	96.5%	72.7%
Class of 2022													
Graduated	89.7%	89.1%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Received TxCHSE	0.3%	0.3%	**0.2%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.5%	3.7%	**0.4%**	0.0%	0.9%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.4%	6.9%	**0.9%**	0.0%	0.9%	1.0%	*	0.0%	-	0.0%	0.0%	2.9%	*
Graduates and TxCHSE	90.0%	89.4%	**98.7%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
Graduates, TxCHSE, and Continuers	93.6%	93.1%	**99.1%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	91.2%	**98.9%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*
Received TxCHSE	0.4%	0.4%	**0.2%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.0%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.8%	7.3%	**0.9%**	0.0%	0.9%	1.0%	*	0.0%	-	0.0%	0.0%	2.9%	*
Graduates and TxCHSE	92.2%	91.7%	**99.1%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*
Graduates, TxCHSE, and Continuers	93.2%	92.7%	**99.1%**	100.0%	99.1%	99.0%	*	100.0%	-	100.0%	100.0%	97.1%	*

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	92.3%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	92.7%	92.6%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	92.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	**0.3%**	0.0%	0.0%	0.4%	-	0.0%	-	0.0%	4.5%	1.4%	0.0%
Graduates and TxCHSE	93.2%	93.1%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**99.7%**	100.0%	100.0%	99.6%	-	100.0%	-	100.0%	95.5%	98.6%	100.0%
Class of 2020													
Graduated	92.7%	92.3%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.8%	**1.1%**	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	93.2%	92.8%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	93.2%	**98.9%**	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.6%	**98.2%**	100.0%	97.0%	98.6%	*	100.0%	-	100.0%	86.5%	95.6%	72.7%
Class of 2022	89.7%	89.1%	**98.4%**	100.0%	98.2%	98.6%	*	100.0%	-	100.0%	100.0%	97.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	96.3%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	76.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	4.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2022	3.7%	3.3%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.4%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	82.0%	**95.2%**	100.0%	93.9%	95.2%	*	100.0%	-	100.0%	68.8%	93.6%	100.0%
Class of 2022	84.3%	82.5%	**95.9%**	83.3%	95.5%	96.2%	*	100.0%	-	100.0%	48.3%	93.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	86.6%	**95.2%**	100.0%	93.9%	95.2%	*	100.0%	-	100.0%	68.8%	93.6%	100.0%
Class of 2022	88.0%	85.8%	**96.1%**	83.3%	95.5%	96.6%	*	100.0%	-	100.0%	51.7%	93.0%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	87.2%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	25.8%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	4.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	3.9%	3.3%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	3.2%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.1%	**95.5%**	100.0%	94.7%	95.2%	*	100.0%	-	100.0%	71.0%	94.4%	100.0%
2021-22	82.3%	80.3%	**95.3%**	83.3%	93.9%	95.9%	*	100.0%	-	100.0%	45.2%	91.4%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	**0.2%**	0.0%	0.0%	0.4%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.7%	**95.5%**	100.0%	94.7%	95.2%	*	100.0%	-	100.0%	71.0%	94.4%	100.0%
2021-22	86.0%	83.6%	**95.5%**	83.3%	93.9%	96.2%	*	100.0%	-	100.0%	48.4%	91.4%	*

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	442	100.0%	377,367	100.0%
By Ethnicity:				
African American	20	4.5%	46,822	12.4%
Hispanic	132	29.9%	197,333	52.3%
White	272	61.5%	103,009	27.3%
American Indian	1	0.2%	1,181	0.3%
Asian	8	1.8%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	9	2.0%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	20	4.5%	49,278	13.1%
Foundation H.S. Program (Endorsement)	0	0.0%	16,475	4.4%
Foundation H.S. Program (DLA)	421	95.2%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	1	0.2%	222	0.1%
Special Education Graduates	31	7.0%	34,589	9.2%
Economically Disadvantaged Graduates	108	24.4%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	1.8%	50,229	13.3%
At-Risk Graduates	121	27.4%	168,430	44.6%
CTE Completers	67	15.2%	116,959	31.0%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	73.9%	**87.8%**	70.0%	87.1%	89.0%	*	100.0%	-	88.9%	93.5%	84.3%	100.0%
2021-22	70.0%	66.7%	**83.6%**	58.3%	80.7%	86.3%	*	100.0%	-	70.6%	80.6%	75.2%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	57.8%	57.3%	**63.6%**	45.0%	55.3%	67.3%	*	100.0%	-	77.8%	12.9%	45.4%	75.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	63.7%	**63.3%**	50.0%	55.3%	67.3%	*	87.5%	-	66.7%	6.5%	45.4%	50.0%
2021-22	57.1%	55.2%	**64.3%**	58.3%	50.0%	70.3%	*	85.7%	-	52.9%	12.9%	45.7%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	53.7%	**55.4%**	45.0%	47.7%	59.2%	*	87.5%	-	44.4%	6.5%	40.7%	25.0%
2021-22	48.2%	47.5%	**49.9%**	33.3%	28.9%	57.7%	*	85.7%	-	52.9%	9.7%	28.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	48.4%	**47.3%**	40.0%	37.9%	51.8%	*	75.0%	-	33.3%	6.5%	30.6%	12.5%
2021-22	42.2%	41.1%	**45.4%**	33.3%	27.2%	52.2%	*	85.7%	-	41.2%	9.7%	24.8%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	23.3%	**30.3%**	10.0%	21.2%	36.0%	*	50.0%	-	22.2%	3.2%	16.7%	0.0%
2021-22	20.5%	24.0%	**28.3%**	0.0%	21.1%	31.4%	*	57.1%	-	35.3%	3.2%	16.2%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	2.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	21.5%	**36.9%**	30.0%	34.8%	37.1%	*	62.5%	-	44.4%	6.5%	25.0%	62.5%
2021-22	24.0%	20.6%	**35.7%**	16.7%	30.7%	38.9%	*	42.9%	-	29.4%	9.7%	19.0%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	3.4%	**6.8%**	0.0%	3.0%	8.5%	*	37.5%	-	0.0%	0.0%	2.8%	0.0%
2021-22	4.4%	2.2%	**4.9%**	0.0%	2.6%	6.1%	*	0.0%	-	5.9%	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.1%	**5.0%**	5.0%	6.8%	4.4%	*	0.0%	-	0.0%	71.0%	12.0%	0.0%
2021-22	5.0%	4.4%	**3.4%**	0.0%	5.3%	2.7%	*	0.0%	-	5.9%	48.4%	4.8%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

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
2022-23	39.5%	35.7%	**52.7%**	45.0%	59.8%	50.7%	*	50.0%	-	33.3%	93.5%	64.8%	75.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	30.2%	**46.8%**	40.0%	51.5%	45.6%	*	50.0%	-	33.3%	32.3%	52.8%	62.5%
2021-22	28.0%	24.5%	**50.6%**	33.3%	50.0%	52.6%	*	57.1%	-	35.3%	25.8%	47.6%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.5%	**2.9%**	5.0%	4.5%	2.2%	*	0.0%	-	0.0%	0.0%	3.7%	37.5%
2021-22	0.7%	0.5%	**0.9%**	0.0%	1.8%	0.3%	*	0.0%	-	5.9%	0.0%	2.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.4%	**2.9%**	0.0%	6.1%	1.8%	*	0.0%	-	0.0%	41.9%	7.4%	0.0%
2021-22	2.5%	2.6%	**2.2%**	0.0%	2.6%	2.4%	*	0.0%	-	0.0%	32.3%	4.8%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**1.1%**	5.0%	0.8%	1.1%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	14.3%	**9.3%**	20.0%	9.1%	9.2%	*	0.0%	-	0.0%	0.0%	8.3%	0.0%
	2021-22	22.8%	15.6%	**10.3%**	16.7%	10.5%	10.2%	*	14.3%	-	5.9%	0.0%	9.5%	*
Mathematics	2022-23	19.9%	15.4%	**22.4%**	30.0%	23.5%	20.6%	*	25.0%	-	33.3%	3.2%	19.4%	12.5%
	2021-22	18.7%	14.4%	**8.8%**	25.0%	5.3%	8.9%	*	14.3%	-	17.6%	0.0%	6.7%	*
Both Subjects	2022-23	12.5%	7.6%	**4.8%**	15.0%	6.1%	3.7%	*	0.0%	-	0.0%	0.0%	4.6%	0.0%
	2021-22	12.6%	8.0%	**2.9%**	8.3%	1.8%	2.7%	*	14.3%	-	5.9%	0.0%	1.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	17.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021-22	11.7%	8.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Mathematics	2022-23	20.2%	18.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021-22	14.0%	11.7%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	11.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021-22	7.5%	5.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	26.7%	**33.0%**	18.2%	30.9%	34.9%	*	46.7%	-	20.0%	5.7%	22.3%	5.9%
	2022	23.0%	25.5%	**30.4%**	13.3%	27.0%	32.3%	*	56.3%	-	28.0%	4.1%	17.9%	7.7%
English Language Arts	2023	13.8%	14.8%	**21.7%**	6.1%	16.9%	24.4%	*	46.7%	-	16.0%	0.0%	11.4%	0.0%
	2022	13.2%	14.3%	**18.5%**	6.7%	14.3%	21.2%	*	31.3%	-	4.0%	0.0%	8.5%	0.0%
Mathematics	2023	7.0%	8.6%	**10.1%**	6.1%	8.2%	10.8%	*	33.3%	-	8.0%	0.0%	5.9%	5.9%
	2022	6.9%	8.2%	**6.7%**	0.0%	4.0%	7.9%	*	31.3%	-	0.0%	0.0%	3.8%	0.0%
Science	2023	10.3%	11.6%	**19.0%**	12.1%	15.6%	20.4%	*	46.7%	-	12.0%	1.4%	9.4%	5.9%
	2022	9.6%	11.0%	**14.8%**	6.7%	11.9%	15.6%	*	50.0%	-	12.0%	2.7%	7.1%	0.0%
Social Studies	2023	13.1%	15.0%	**22.9%**	6.1%	23.0%	23.7%	*	46.7%	-	16.0%	1.4%	16.8%	0.0%
	2022	12.5%	14.6%	**21.3%**	3.3%	15.5%	24.4%	*	43.8%	-	16.0%	1.4%	12.3%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	54.7%	**72.3%**	83.3%	68.0%	72.3%	*	100.0%	-	80.0%	*	64.4%	*
	2022	53.3%	54.5%	**67.5%**	*	61.8%	70.3%	-	66.7%	-	71.4%	*	57.9%	*
English Language Arts	2023	52.3%	52.4%	**76.3%**	*	73.2%	76.5%	-	85.7%	-	*	-	78.3%	-
	2022	53.2%	53.6%	**80.6%**	*	69.4%	83.3%	-	100.0%	-	*	-	77.8%	-
Mathematics	2023	50.8%	52.9%	**68.5%**	*	60.0%	68.3%	-	100.0%	-	*	-	66.7%	*
	2022	50.4%	51.9%	**59.7%**	-	50.0%	59.6%	-	80.0%	-	-	-	50.0%	-
Science	2023	44.8%	48.9%	**68.9%**	*	57.9%	70.2%	*	100.0%	-	*	*	52.6%	*
	2022	44.7%	47.2%	**54.4%**	*	50.0%	55.9%	-	62.5%	-	*	*	60.0%	-

	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	2023	42.0%	44.4%	**54.7%**	*	50.0%	56.1%	-	71.4%	-	*	*	41.2%	-
	2022	41.9%	44.3%	**47.4%**	*	46.2%	46.9%	-	71.4%	-	*	*	50.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	86.2%	**95.2%**	95.0%	93.2%	96.7%	*	100.0%	-	77.8%	61.3%	88.9%	100.0%
	2021-22	71.5%	77.2%	**88.3%**	66.7%	86.0%	90.1%	*	85.7%	-	88.2%	32.3%	79.6%	*
At/Above Criterion for All Examinees	2022-23	28.9%	30.3%	**34.2%**	15.8%	23.6%	39.9%	*	75.0%	-	14.3%	5.3%	20.8%	0.0%
	2021-22	32.1%	33.9%	**44.0%**	12.5%	29.6%	50.0%	*	83.3%	-	33.3%	30.0%	26.8%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	976	**1027**	915	985	1051	*	1204	-	950	828	975	929
	2021-22	1001	1000	**1040**	971	986	1063	985	1205	-	978	878	981	767
English Language Arts and Writing	2022-23	497	494	**517**	448	495	530	*	601	-	494	423	488	466
	2021-22	506	503	**519**	495	489	531	485	598	-	480	445	487	377
Mathematics	2022-23	482	483	**511**	467	490	522	*	603	-	456	405	487	463
	2021-22	496	497	**521**	476	496	532	500	607	-	498	433	494	390
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.3	**23.8**	*	*	24.7	-	-	-	-	-	*	*
	2021-22	19.5	20.7	**23.8**	-	25.3	22.6	-	27.5	-	27.0	-	31.0	-
English Language Arts	2022-23	18.8	20.1	**23.8**	*	*	24.8	-	-	-	-	-	*	*
	2021-22	19.2	20.5	**23.6**	-	25.1	22.4	-	27.5	-	28.5	-	31.5	-
Mathematics	2022-23	18.9	20.0	**23.8**	*	*	24.8	-	-	-	-	-	*	*
	2021-22	19.3	20.4	**23.8**	-	25.5	22.8	-	26.5	-	25.0	-	31.0	-
Science	2022-23	19.5	20.6	**23.4**	*	*	24.0	-	-	-	-	-	*	*
	2021-22	19.8	21.0	**23.9**	-	25.3	22.7	-	28.0	-	27.0	-	31.0	-

- Indicates there are no students in the group.
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n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	45.5%	**47.6%**	38.8%	42.7%	50.0%	44.4%	82.1%	-	43.9%	12.9%	34.7%	24.1%
	2021-22	44.2%	44.7%	**46.3%**	36.9%	42.2%	48.1%	33.3%	67.9%	-	46.8%	9.9%	31.8%	18.2%
English Language Arts	2022-23	17.4%	19.5%	**14.0%**	3.8%	12.4%	15.4%	22.2%	25.0%	-	7.1%	0.5%	7.2%	0.0%
	2021-22	16.6%	18.5%	**11.3%**	4.7%	9.1%	12.9%	0.0%	22.2%	-	3.3%	0.5%	5.9%	0.0%
Mathematics	2022-23	19.5%	19.7%	**23.1%**	20.8%	21.6%	23.5%	22.2%	53.6%	-	17.9%	1.5%	16.0%	14.8%
	2021-22	19.9%	20.2%	**23.0%**	16.1%	19.2%	24.8%	0.0%	40.7%	-	23.3%	1.7%	15.5%	2.3%
Science	2022-23	21.5%	19.7%	**22.8%**	23.1%	22.6%	22.6%	22.2%	40.7%	-	17.9%	9.5%	18.1%	14.8%
	2021-22	21.1%	19.4%	**21.0%**	12.5%	19.7%	21.8%	22.2%	32.1%	-	18.3%	5.6%	17.0%	2.3%
Social Studies	2022-23	24.0%	24.6%	**33.8%**	15.2%	27.5%	37.0%	33.3%	66.7%	-	39.3%	1.5%	17.0%	3.7%
	2021-22	22.8%	23.2%	**30.6%**	17.5%	25.5%	32.8%	22.2%	60.7%	-	32.2%	2.6%	15.5%	2.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

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	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**7,692**	**100.0%**	**5,517,464**	**100.0%**	**7,723**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	49	0.6%	18,968	0.3%	73	0.9%	26,847	0.5%
Pre-Kindergarten	245	3.2%	247,979	4.5%	245	3.2%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	245	3.2%	205,531	3.7%	245	3.2%	205,907	3.7%
Kindergarten	529	6.9%	361,329	6.5%	529	6.8%	361,799	6.5%
Grade 1	565	7.3%	385,096	7.0%	565	7.3%	385,471	7.0%
Grade 2	593	7.7%	402,233	7.3%	593	7.7%	402,576	7.3%
Grade 3	624	8.1%	399,869	7.2%	624	8.1%	400,181	7.2%
Grade 4	634	8.2%	399,137	7.2%	635	8.2%	399,422	7.2%
Grade 5	608	7.9%	399,200	7.2%	608	7.9%	399,419	7.2%
Grade 6	554	7.2%	400,347	7.3%	554	7.2%	400,511	7.2%
Grade 7	597	7.8%	405,118	7.3%	599	7.8%	405,298	7.3%
Grade 8	607	7.9%	414,033	7.5%	607	7.9%	414,195	7.5%
Grade 9	574	7.5%	472,595	8.6%	574	7.4%	472,783	8.5%
Grade 10	545	7.1%	439,091	8.0%	545	7.1%	439,298	7.9%
Grade 11	542	7.0%	406,681	7.4%	542	7.0%	406,966	7.4%
Grade 12	426	5.5%	365,788	6.6%	430	5.6%	367,894	6.7%
Ethnic Distribution								
African American	377	4.9%	706,235	12.8%	377	4.9%	707,609	12.8%
Hispanic	2,365	30.7%	2,936,051	53.2%	2,380	30.8%	2,942,144	53.2%
White	4,517	58.7%	1,379,090	25.0%	4,533	58.7%	1,384,437	25.0%
American Indian	23	0.3%	17,886	0.3%	23	0.3%	17,939	0.3%
Asian	128	1.7%	295,946	5.4%	128	1.7%	296,367	5.4%
Pacific Islander	3	0.0%	8,831	0.2%	3	0.0%	8,844	0.2%
Two or More Races	279	3.6%	173,425	3.1%	279	3.6%	173,896	3.1%
Sex								
Female	3,817	49.6%	2,695,318	48.9%	3,821	49.5%	2,700,356	48.8%
Male	3,875	50.4%	2,822,146	51.1%	3,902	50.5%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	2,389	31.1%	3,434,955	62.3%	2,400	31.1%	3,439,856	62.2%
Non-Educationally Disadvantaged	5,303	68.9%	2,082,509	37.7%	5,323	68.9%	2,091,380	37.8%
Section 504 Students	697	9.1%	399,808	7.2%	697	9.0%	400,078	7.2%
EB Students/EL	440	5.7%	1,344,804	24.4%	440	5.7%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	153	2.0%	105,976	1.9%				
Students w/ Dyslexia	575	7.5%	329,004	6.0%	575	7.4%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	11	0.1%	12,418	0.2%	11	0.1%	12,469	0.2%
Homeless	24	0.3%	77,809	1.4%	24	0.3%	77,942	1.4%
Immigrant	66	0.9%	158,717	2.9%	66	0.9%	158,832	2.9%
Migrant	4	0.1%	13,481	0.2%	4	0.1%	13,528	0.2%
Title I	4,401	57.2%	3,624,288	65.7%	4,426	57.3%	3,632,539	65.7%
Military Connected	355	4.6%	212,919	3.9%	355	4.6%	213,035	3.9%
At-Risk	2,401	31.2%	2,937,834	53.2%	2,403	31.1%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	425	5.5%	1,350,113	24.5%	425	5.5%	1,350,920	24.4%
Career and Technical Education	1,449	18.8%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,441	69.0%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	422	5.5%	469,054	8.5%	422	5.5%	469,170	8.5%
Special Education	946	12.3%	764,858	13.9%	977	12.7%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**946**		**764,858**					
Students with Intellectual Disabilities	409	43.2%	349,307	45.7%				
Students with Physical Disabilities	149	15.8%	144,191	18.9%				
Students with Autism	198	20.9%	124,254	16.2%				
Students with Behavioral Disabilities	164	17.3%	134,373	17.6%				
Students with Non-Categorical Early Childhood	26	2.7%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**777**	**11.1%**	**864,058**	**16.1%**				
African American	58	0.8%	181,855	3.4%				
Hispanic	305	4.4%	455,070	8.5%				
White	378	5.4%	165,204	3.1%				
American Indian	1	0.0%	3,184	0.1%				
Asian	10	0.1%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	25	0.4%	29,274	0.5%				
Special Ed Students who are Mobile	159	17.6%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	83	23.0%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	449	20.1%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**383**	**8.3%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.4%	1.3%	0.0%	3.9%
Grade 1	0.6%	2.1%	0.0%	3.3%
Grade 2	1.0%	1.3%	0.0%	1.6%
Grade 3	0.2%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.2%	0.3%	0.0%	0.3%
Grade 7	0.2%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.9%	7.9%	4.8%	11.9%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	5	0.2%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.4	18.4
Grade 1	17.8	18.8
Grade 2	18.5	19.1
Grade 3	19.6	19.4
Grade 4	19.9	19.4
Grade 5	20.9	20.9
Grade 6	14.4	19.2
Secondary		
English/Language Arts	21.0	16.3
Foreign Languages	24.1	18.8
Mathematics	23.3	17.5
Science	22.3	18.5
Social Studies	22.7	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**1,220.5**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	761.8	62.4%	496,151.0	63.9%
Teachers	579.4	47.5%	374,799.9	48.3%
Professional Support	130.5	10.7%	86,026.7	11.1%
Campus Administration (School Leadership)	36.9	3.0%	25,836.1	3.3%
Central Administration	15.0	1.2%	9,488.3	1.2%
Educational Aides	151.6	12.4%	88,200.6	11.4%
Auxiliary Staff	307.1	25.2%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	8.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	19.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	**286.1**	**23.4%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	15.0	2.6%	47,341.1	12.6%
Hispanic	54.4	9.4%	112,921.8	30.1%
White	503.0	86.8%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	1.0	0.2%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	6.0	1.0%	4,726.6	1.3%
Teachers by Sex				
Males	96.2	16.6%	91,815.2	24.5%
Females	483.2	83.4%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	9,453.8	2.5%
Bachelors	406.7	70.2%	268,886.4	71.7%
Masters	169.7	29.3%	93,414.7	24.9%
Doctorate	3.0	0.5%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	0.9%	32,507.6	8.7%
1-5 Years Experience	78.3	13.5%	102,619.4	27.4%
6-10 Years Experience	118.9	20.5%	75,585.4	20.2%
11-20 Years Experience	250.9	43.3%	101,415.3	27.1%
21-30 Years Experience	109.4	18.9%	51,471.9	13.7%
Over 30 Years Experience	17.0	2.9%	11,200.2	3.0%
Number of Students per Teacher	13.3	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	5.0	6.0
Average Years Experience of Principals with District	3.8	5.1
Average Years Experience of Assistant Principals	6.6	5.1
Average Years Experience of Assistant Principals with District	4.2	4.3
Average Years Experience of Teachers	14.4	11.1
Average Years Experience of Teachers with District	6.3	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$65,642	$54,272
1-5 Years Experience	$69,714	$58,185
6-10 Years Experience	$72,583	$61,494
11-20 Years Experience	$81,928	$65,219
21-30 Years Experience	$87,351	$69,723
Over 30 Years Experience	$94,535	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$79,614	$62,474
Professional Support	$88,952	$73,783
Campus Administration (School Leadership)	$97,744	$86,738
Central Administration	$157,443	$116,028
Instructional Staff Percent	64.6%	65.0%
Turnover Rate for Teachers	7.8%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	17	$3,327	9,429	$5,848
Exemplary	-	-	10,279	$11,434
Master	-	-	5,255	$21,235

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	14.5	2.5%	22,656.0	6.0%
Career and Technical Education	18.8	3.2%	20,454.1	5.5%
Compensatory Education	24.0	4.1%	11,626.3	3.1%
Gifted and Talented Education	14.3	2.5%	6,181.4	1.6%
Regular Education	436.4	75.3%	261,452.4	69.8%
Special Education	71.3	12.3%	38,736.9	10.3%
Other	0.0	0.0%	13,749.8	3.7%

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

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 - 2023 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$74,928,177	75.35%	$10,239	$74,928,177	68.88%	$10,239	$28,691,872,133	40.66%	$5,214
State Operating Funds	$12,915,869	12.99%	$1,765	$13,362,221	12.28%	$1,826	$23,719,158,787	33.61%	$4,310
Federal Funds	$729,174	0.73%	$100	$4,426,882	4.07%	$605	$14,132,922,804	20.03%	$2,568
Other Local	$10,867,014	10.93%	$1,485	$16,068,542	14.77%	$2,196	$4,021,402,796	5.70%	$731
Total Operating Revenue	$99,440,234	100.00%	$13,588	$108,785,822	100.00%	$14,866	$70,565,356,520	100.00%	$12,822
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$46,400,411	96.91%	$6,341	$10,181,652,781	86.55%	$1,850
State Assistance for Debt Service	$0	0.00%	$0	$287,348	0.60%	$39	$388,614,109	3.30%	$71
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$911,331	1.90%	$125	$314,731,759	2.68%	$57
Other Receipts (excluding debt service financing)	$217,540	100.00%	$30	$282,765	0.59%	$39	$879,081,869	7.47%	$160
Total Other Revenue	$217,540	100.00%	$30	$47,881,855	100.00%	$6,543	$11,764,080,518	100.00%	$2,138
Subtotal: Operating and Other Revenue	$99,657,774	100.00%	$13,618	$156,667,677	100.00%	$21,409	$82,329,437,038	100.00%	$14,960
Recapture Revenue									
Local Property Tax Recaptured	$21,584,132	100.00%	$2,949	$21,584,132	100.00%	$2,949	$4,520,744,064	100.00%	$821
Total Recaptured Revenue	$21,584,132	100.00%	$2,949	$21,584,132	100.00%	$2,949	$4,520,744,064	100.00%	$821
Subtotal: Operating, Other and Recaptured Revenue	$121,241,906	100.00%	$16,568	$178,251,809	100.00%	$24,358	$86,850,181,102	100.00%	$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,519,285,839	48.45%	$458
Estimated State TRS Contributions	$5,086,928	100.00%	$695	$5,203,433	100.00%	$711	$2,680,158,246	51.55%	$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	$5,086,928	100.00%	$695	$5,203,433	100.00%	$711	$5,199,444,085	100.00%	$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$104,744,702	100.00%	$14,313	$161,871,110	100.00%	$22,120	$87,528,881,123	100.00%	$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2022 - 2023 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$85,688,386	80.30%	$11,709	$88,798,096	76.85%	$12,134	$53,061,122,304	77.83%	$9,642
Professional & Contracted Services (Object 62xx)	$4,633,947	4.34%	$633	$5,160,953	4.47%	$705	$6,951,471,452	10.20%	$1,263
Supplies & Materials (Object 63xx)	$3,604,067	3.38%	$492	$7,764,338	6.72%	$1,061	$6,000,809,548	8.80%	$1,090
Other Operating Expenditures (Object 64xx)	$12,783,173	11.98%	$1,747	$13,823,423	11.96%	$1,889	$2,164,945,111	3.18%	$393
Total Operating Expenditures by Object	$106,709,573	100.00%	$14,582	$115,546,810	100.00%	$15,789	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$17	0.01%	$0	$17	0.00%	$0	$62,503,609	0.26%	$11
Debt Services (Object 65xx)	$108,424	31.96%	$15	$40,704,563	63.94%	$5,562	$11,163,943,942	46.06%	$2,029
Capital Outlay (Object 66xx)	$230,837	68.04%	$32	$22,954,130	36.06%	$3,137	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Object	$339,278	100.00%	$46	$63,658,710	100.00%	$8,699	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	$107,048,851	100.00%	$14,628	$179,205,520	100.00%	$24,488	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$57,966,113	54.32%	$7,921	$61,003,973	52.80%	$8,336	$37,694,253,296	55.29%	$6,849
Instructional Resources & Media Services (Function 12)	$807,632	0.76%	$110	$870,157	0.75%	$119	$666,798,594	0.98%	$121
Curriculum & Staff Development (Function 13)	$2,119,538	1.99%	$290	$2,399,229	2.08%	$328	$1,695,187,680	2.49%	$308
Instructional Leadership (Function 21)	$571,409	0.54%	$78	$571,409	0.49%	$78	$1,229,238,310	1.80%	$223
School Leadership (Function 23)	$4,976,867	4.66%	$680	$4,976,867	4.31%	$680	$3,907,731,028	5.73%	$710
Guidance Counseling Services (Function 31)	$3,931,297	3.68%	$537	$4,247,423	3.68%	$580	$2,737,811,247	4.02%	$497
Social Work Services (Function 32)	$577,465	0.54%	$79	$582,218	0.50%	$80	$252,643,229	0.37%	$46
Health Services (Function 33)	$1,198,589	1.12%	$164	$1,198,589	1.04%	$164	$732,011,214	1.07%	$133
Transportation (Function 34)	$3,776,090	3.54%	$516	$3,776,090	3.27%	$516	$2,059,867,566	3.02%	$374
Food Services (Function 35)	$429	0.00%	$0	$4,325,511	3.74%	$591	$3,474,009,318	5.10%	$631
Extracurricular (Function 36)	$3,061,675	2.87%	$418	$3,819,203	3.31%	$522	$2,112,169,842	3.10%	$384
General Administration (Function 41,92)	$4,112,969	3.85%	$562	$4,112,969	3.56%	$562	$2,263,873,359	3.32%	$411
Facilities Maintenance & Operations (Function 51)	$10,381,029	9.73%	$1,419	$10,399,181	9.00%	$1,421	$6,750,271,702	9.90%	$1,227
Security & Monitoring Services (Function 52)	$1,358,693	1.27%	$186	$1,370,350	1.19%	$187	$909,865,518	1.33%	$165
Data Processing Services (Function 53)	$1,704,974	1.60%	$233	$1,724,329	1.49%	$236	$1,317,893,172	1.93%	$239
Community Services (Function 61)	$10,164,804	9.53%	$1,389	$10,169,312	8.80%	$1,390	$352,764,015	0.52%	$64

2022 - 2023 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$21,959,325	0.03%	$4
Total Operating Expenditures by Function	$106,709,573	100.00%	$14,582	$115,546,810	100.00%	$15,789	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$17	0.01%	$0	$17	0.00%	$0	$62,503,609	0.26%	$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	$108,424	31.96%	$15	$40,704,563	63.94%	$5,562	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	$230,837	68.04%	$32	$22,954,130	36.06%	$3,137	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Function	$339,278	100.00%	$46	$63,658,710	100.00%	$8,699	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	$107,048,851	100.00%	$14,628	$179,205,520	100.00%	$24,488	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$50,930,668	47.73%	$6,960	$52,016,510	45.02%	$7,108	$27,689,146,835	40.61%	$5,031
Gifted and Talented (PIC 21)	$2,271,935	2.13%	$310	$2,271,935	1.97%	$310	$402,862,418	0.59%	$73
Career and Technical (PIC 22)	$2,575,706	2.41%	$352	$2,721,928	2.36%	$372	$2,307,412,199	3.38%	$419
Students with Disabilities (PICs 23,33,43)	$13,197,095	12.37%	$1,803	$14,257,190	12.34%	$1,948	$8,680,955,352	12.73%	$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,768,707	1.66%	$242	$2,736,216	2.37%	$374	$6,677,859,721	9.79%	$1,213
Bilingual (PICs 25,35)	$328,502	0.31%	$45	$347,225	0.30%	$47	$757,673,102	1.11%	$138
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$702,599	0.66%	$96	$702,599	0.61%	$96	$1,312,642,101	1.93%	$239
Dyslexia or Related Disorder Services (PIC 37)	$464,245	0.44%	$63	$471,470	0.41%	$64	$400,803,739	0.59%	$73
College, Career, and Military Readiness (CCMR) (PIC 38)	$499,807	0.47%	$68	$499,807	0.43%	$68	$377,840,010	0.55%	$69
Athletics/Related Activities (PIC 91)	$2,222,826	2.08%	$304	$2,234,846	1.93%	$305	$1,361,458,192	2.00%	$247
Un-Allocated (PIC 99)	$31,747,483	29.75%	$4,338	$37,287,084	32.27%	$5,095	$18,209,694,746	26.71%	$3,309
Total Operating Expenditures by Program Intent Code (PIC)	$106,709,573	100.00%	$14,582	$115,546,810	100.00%	$15,789	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$17	0.01%	$0	$17	0.00%	$0	$62,503,609	0.26%	$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$108,424	31.96%	$15	$40,704,563	63.94%	$5,562	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$230,837	68.04%	$32	$22,954,130	36.06%	$3,137	$13,009,251,112	53.68%	$2,364

2022 - 2023 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$339,278	100.00%	$46	$63,658,710	100.00%	$8,699	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$107,048,851	100.00%	$14,628	$179,205,520	100.00%	$24,488	$92,414,047,078	100.00%	$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	$106,709,573	80.77%	$14,582	$115,546,810	56.57%	$15,789	$68,178,348,415	68.96%	$12,389
Recapture	$21,584,132	16.30%	$2,949	$21,584,132	10.60%	$2,949	$4,520,744,064	4.57%	$821
Total Other Uses	$2,532,102	1.92%	$346	$2,532,102	1.24%	$346	$1,186,632,466	1.20%	$216
Intergovernmental Charge	$943,452	0.71%	$129	$943,452	0.46%	$129	$748,756,781	0.76%	$136
Capital Outlay (Object 61xx-64xx)	$17	0.00%	$0	$17	0.00%	$0	$62,503,609	0.06%	$11
Debt Service (Object 65xx)	$108,424	0.08%	$15	$40,704,563	19.93%	$5,562	$11,163,943,942	11.29%	$2,029
Capital Projects (Object 66xx)	$230,837	0.17%	$32	$22,954,130	11.24%	$3,137	$13,009,251,112	13.16%	$2,364
Total Disbursements	$132,108,537	100.00%	$18,053	$204,265,206	100.00%	$27,913	$98,870,180,389	100.00%	$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.8646			0.9123		
Interest & Sinking Tax Rate				0.2899			0.2273		
Total Tax Rate				1.1545			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.0600			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	$1,331,398		$182	$1,331,398		$182	$432,562,929		$85

2022 - 2023 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 7,318

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	$0		$0	$158,665,035		$21,681	$34,649,934,798		$6,795
Committed Fund Balance	$12,000,000		$1,640	$12,025,000		$1,643	$4,558,561,099		$894
Assigned Fund Balance	$0		$0	$0		$0	$4,079,140,041		$800
Unassigned Fund Balance	$23,880,924		$3,263	$23,880,924		$3,263	$17,788,393,141		$3,488
Total Fund Balance**	$37,212,322		$5,085	$195,902,357		$26,770	$61,508,592,008		$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	$42,991,977		$6,326	$100,559,344		$14,797	$50,783,175,728		$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	$-3,465,093		$-474	$-15,837,348		$-2,164	$-9,216,770,473		$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	$-2,314,562		$-316	$111,180,361		$15,193	$19,912,005,526		$3,905
2022-2023 Uncommon Items	$0		$0	$0		$0	$30,181,227		$6
2022-2023 Total Fund Balance	$37,212,322		$5,085	$195,902,357		$26,770	$61,508,592,008		$12,062

Barbers Hill Independent School District

Early Childhood Center

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

Goals

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

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

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

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

Barbers Hill Independent School District

Barbers Hill Elementary North

2024-2025 Campus Improvement Plan

Mission Statement

High levels of learning, in every classroom, for every Eagle, every day.

Vision

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

Goals

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

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

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

Goal 4: Social Emotional Learning curriculum will be implemented campus-wide.

Barbers Hill Independent School District

Barbers Hill Elementary South

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading

Mission Statement

It is the fundamental purpose of Elementary School South to achieve high levels of learning and understanding for ALL (staff, students, and parents) in a safe, healthy, and supportive environment with respect to all cultures and demographics.

Vision

Elementary School South will promote a campus culture that embraces professional learning as a way of life exemplified through collaboration, feedback, reflection, and celebration. We will be reflective in our practice and relentless in the pursuit of student success by prioritizing our values, or “Big Rocks;” quality instructional leadership, quality T1 instruction, social emotional learning, and effective classroom management.

Goals

Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.

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

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

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

Barbers Hill Independent School District

Intermediate North

2024-2025 Campus Improvement Plan

Accountability Rating: A

Mission Statement

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness.

Vision

Our mission is to provide all students with a safe, academically rich environment, authentic learning experiences, and supportive relationships. All staff members, in partnership with parents and families, will work collaboratively to teach, inspire, and empower students to achieve excellence.

Goals

Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Goal 2: All Barbers Hill ISD students will graduate college, career or military ready.

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

Goal 4: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Barbers Hill Independent School District

Intermediate South

2024-2025 Goals/Performance Objectives/Strategies

Mission

Statement Barbers Hill Intermediate South provides a safe and loving environment that fosters the development of every student, ensuring their success in all aspects of life. Through our development of relationships, we are dedicated to providing opportunities in emotional and academic growth for every individual that passes through our doors.

Vision

At Intermediate South, We Foster Development and Ensure Success.

Goals

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

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

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

Barbers Hill Independent School District

Barbers Hill Middle School North

2024-2025 Campus Improvement Plan

Mission Statement

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

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

Vision

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

Goals

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

Goal 2: BHMS North will provide a safe, disciplined and healthy environment with all students "plugged-in" and involved in our 7 Mindsets SEL curriculum.

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

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

Barbers Hill Independent School District

Barbers Hill Middle School South

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Barbers Hill Middle School South is committed to providing a tradition of excellence to ensure that all students grow academically, socially, and emotionally.

Goals

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

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

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

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

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

Barbers Hill Independent School District

Barbers Hill High School

2024-2025 Campus Improvement Plan

BARBERS HILL HIGH SCHOOL

Mission Statement

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

Vision

The faculty and staff of Barbers Hill High School will:

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

Goals

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

Goal 2: All Barbers Hill High School students will graduate college, career, or military ready.

Goal 3: Barbers Hill High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Goal 4: Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-24

BARBERS HILL Early Childhood Center Grades K-1

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
	None	None

Violence prevention strategies and interventions used at the Early Childhood Center:

1. The teachers and counselor teach units and lessons on "how to say no", drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-2024

BARBERS HILL Elementary School North Grades 1-3

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
	None	None

Violence prevention strategies and interventions used at the Elementary School North:

1. Students may be referred to the principal or assistant principal to be considered for intervention techniques from the Behavior Modification Program
2. Counseling activities specific to non-bullying techniques and responsible behavior
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Small group counseling for students who exhibit aggressive or bullying behaviors
7. Focused on one character trait each month in classroom guidance, parent newsletter, and daily announcements
8. STOPit suspicious behavior reporting system
9. Mentor program and PALS
10. BHISD Police Department visiting with students and walking around building

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-24

BARBERS HILL Elementary School South Grades 1-3

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
	None	None

Violence prevention strategies and interventions used at the Elementary School South:

1. Students may be referred to the principal or assistant principal to be considered for intervention techniques from the Behavior Modification Program
2. Counseling activities specific to non-bullying techniques and responsible behavior
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Small group counseling for students who exhibit aggressive or bullying behaviors
7. Focused on one character trait each month in classroom guidance, parent newsletter, and daily announcements
8. STOPit suspicious behavior reporting system
9. Mentor program and PALS
10. BHISD Police Department visiting with students and walking around building

BARBERS HILL INDEPENDENT SCHOOL DISTRICT
REPORT OF VIOLENT OR CRIMINAL INCIENTS
2023-24

BARBERS HILL Intermediate School North Grades 4-6

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
	None	None

Violence prevention strategies and interventions used at the Intermediate School.

- Student Mentor Programs and PALS
- BHISD Police Officer on Campus
- STOPit Suspicious Behavior Reporting System
- Guidance Lessons Provided by the Counselors
- Small Group Counseling Provided by the Counselors
- Individual Counseling Provided by the Counselors
- Weekly SEL Lessons
- Counseling Referral for FAYS Counseling and TCHAT
- Fall Fest in October
- Monthly Eagle Character Traits
- Drug Awareness in October - Red Ribbon Week
- Campus Crisis Intervention Team
- Club Day - Plugged In Initiative
- Positive Behavior Interventions and Supports (PBIS)
- District Parent Nights

BARBERS HILL INDEPENDENT SCHOOL DISTRICT
REPORT OF VIOLENT OR CRIMINAL INCIENTS
2023-24

BARBERS HILL Intermediate School South Grades 4-6

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
	None	None

Violence prevention strategies and interventions used at the Intermediate School.

- Student Mentor Programs and PALS
- BHISD Police Officer on Campus
- STOPit Suspicious Behavior Reporting System
- Guidance Lessons Provided by the Counselors
- Small Group Counseling Provided by the Counselors
- Individual Counseling Provided by the Counselors
- Weekly SEL Lessons
- Counseling Referral for FAYS Counseling and TCHAT
- Fall Fest in October
- Monthly Eagle Character Traits
- Drug Awareness in October - Red Ribbon Week
- Campus Crisis Intervention Team
- Club Day - Plugged In Initiative
- Positive Behavior Interventions and Supports (PBIS)
- District Parent Nights

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-24

BARBERS HILL Middle School North Grades 7-8

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
Assault against someone other than a school district employee or volunteer (Code 28)	1	None

Violence prevention strategies and interventions used at the Middle School North:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities as well as a voluntary program for other students.
2. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
3. If a violent or criminal action occurs, the parents are asked to come to school to hear student admit to actions and/or show them evidence.
4. Police are called. They investigate the actions and write citations or warnings, as necessary. If cited students and parents attend court where judge issues community service and/or fine.
5. School punishment is as follows: first fight - 1-3 days OSS and 3-6 days ISS; second fight – 1-3 days OSS and 10 days EPIC; tobacco – 3 days ISS; alcohol and/or drugs – Code of Conduct.
6. Counseling is suggested to parents for students involved. School counseling is always offered.
7. Student Resource Officer is in place on campus.
8. Eagle Eyes program is in operation on campus.
9. Non-Violent Crisis Intervention Training is conducted.
10. Red Ribbon Week activities are scheduled.
11. Other bullying prevention activities are conducted.
12. Cameras have been installed on campus to deter discipline incidents.
13. Building emergency situations are practiced – shelter in place, monthly fire drills, etc.
14. The district uses canines for searches and as a deterrent of contraband.
15. Star Counseling program is provided through Family Service Center.
16. S.H.O.U.T Program (Students Helping Others Understand Tolerance) is in place.
17. STOPit suspicious behavior reporting system is implemented.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-24

BARBERS HILL Middle School South Grades 7-8

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
Assault against someone other than school employee or volunteer (Code 28).	1	2

Violence prevention strategies and interventions used at the Middle School South:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities as well as a voluntary program for other students.
2. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
3. If a violent or criminal action occurs, the parents are asked to come to school to hear student admit to actions and/or show them evidence.
4. Police are called. They investigate the actions and write citations or warnings, as necessary. If cited students and parents attend court where judge issues community service and/or fine.
5. School punishment is as follows: first fight - 1-3 days OSS and 3-6 days ISS; second fight – 1-3 days OSS and 10 days EPIC; tobacco – 3 days ISS; alcohol and/or drugs – Code of Conduct.
6. Counseling is suggested to parents for students involved. School counseling is always offered.
7. Student Resource Officer is in place on campus.
8. Eagle Eyes program is in operation on campus.
9. Non-Violent Crisis Intervention Training is conducted.
10. Red Ribbon Week activities are scheduled.
11. Other bullying prevention activities are conducted.
12. Cameras have been installed on campus to deter discipline incidents.
13. Building emergency situations are practiced – shelter in place, monthly fire drills, etc.
14. The district uses canines for searches and as a deterrent of contraband.
15. Star Counseling program is provided through Family Service Center.
16. S.H.O.U.T Program (Students Helping Others Understand Tolerance) is in place.
17. STOPit suspicious behavior reporting system is implemented.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIENTS 2023-24

BARBERS HILL High School South Grades 9-12

Types of Violent Criminal Incidents	Number of Incidents	
	2023-24	2022-23
Assault against someone other than school employee/volunteer	3	2

Violence prevention strategies and interventions used at the High School:

1. The District has continued with the mandatory drug testing program for students involved in extracurricular activities, students who drive a vehicle on campus, as well as voluntary program for other students.
2. Eagle Eyes program is active.
3. Several cameras have been installed on the campus to deter discipline incidents.
4. All students are provided a campus handbook, either on-line or hardcopy explaining zero tolerance for fighting, tobacco, alcohol and drugs. Parents sign-off that they understand the rules.
5. A School Resource Officer is on campus throughout the day to investigate when needed. The officer also informs the students of potential consequences if the inappropriate behavior continues.
6. A Red Ribbon/Drug Prevention Program is observed for one week. This program informs the students of the danger and consequences of using drugs.
7. The Star Counseling Program is provided through the Family Service Center. A counselor/therapist comes on our campus to offer counseling to a student who is considered at-risk. The counselor may also provide counseling for the family in the evening.
8. Fall Fest Activities for Drug Awareness are conducted.
9. Curriculum on drug awareness is taught in Health classes.
10. The district utilizes searches by detection canines. The overall intent of the use of these dogs on the campus is to provide a deterrent to minimize the presence of contraband items on school property.
11. Teachers monitor halls between classes and before and after school.
12. Building evacuations and Shelter in Place procedures are exercised monthly to ensure the safety of students and staff.
13. New students meet with Assistant Principals one-on-one to review rules and campus expectations.
14. Non-Violent Crisis Intervention Training is conducted.
15. STOPit suspicious behavior reporting system is implemented.

Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
CHAMBERS									
	ANAHUAC ISD								
	036901001	ANAHUAC H S							
		Four-Year Public University	22	6	2	4	6	4	0
		Two-Year Public Colleges	27	9	3	4	1	10	0
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	27						
		Total High School Graduates	80						
	BARBERS HILL ISD								
	036902001	BARBERS HILL H S							
		Four-Year Public University	95	22	8	19	18	26	2
		Two-Year Public Colleges	187	64	21	18	38	41	5
		Independent Colleges & Universities	2						
		Not Trackable	18						
		Not Found	140						
		Total High School Graduates	442						
	EAST CHAMBERS ISD								
	036903001	EAST CHAMBERS H S							
		Four-Year Public University	23	9	1	6	3	4	0
		Two-Year Public Colleges	24	10	1	1	3	7	2
		Independent Colleges & Universities	1						
		Not Trackable	11						
		Not Found	35						
		Total High School Graduates	94						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: barbers hill

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
036902	BARBERS HILL ISD	4	A - Superior Achievement	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous 1 Next

Barbers Hill Independent School District

District Improvement Plan

2024-2025 HB3 EC-LM and CCMR Plans

Goals

Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 4: The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase from 74% to 79% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews	
Strategy 1: Student performance will be monitored on each assessment **Strategy's Expected Result/Impact:** Data meetings held, student tracking rosters updated, student performance increases **Staff Responsible for Monitoring:** Coordinators of Mathematics	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

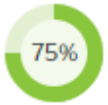
Performance Objective 5: The percent of 3rd grade students that score Meets Grade Level or above on STAAR RLA will increase from 74 % to 80 % by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews	
Strategy 1: Every Kindergarten through 3rd grade student will be assessed with the mCLASS DIBELS beginning of year screener with the purpose of identifying students at-risk of future literacy difficulties **Strategy's Expected Result/Impact:** At-risk students will be identified early for intervention **Staff Responsible for Monitoring:** RLA Coordinators	**Nov** 50%	**November Evidence of Progress**
	Jan	**January Evidence of Progress**
	Mar	**March Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: Student performance will be monitored by CLI, DIBELS (IDEL), DRA levels (Grades Pk-2) and CBAs (Grade 3-6) **Strategy's Expected Result/Impact:** Data meetings held, student tracking rosters updated, student performance increases **Staff Responsible for Monitoring:** RLA Coordinators	**Nov** 100%	**November Evidence of Progress**
	Jan 100%	**January Evidence of Progress**
	Mar 100%	**March Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 3 Details	Reviews	
Strategy 3: Literacy components, processes, and strategies will be identified and provided to all K-3 teachers through The Literacy Collaborative **Strategy's Expected Result/Impact:** Training occurs and increased performance **Staff Responsible for Monitoring:** RLA Coordinators	**Nov**  **Jan** **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All Barbers Hill ISD students will graduate college, career or military ready.

Performance Objective 4: The percentage of graduates that meet the criteria for CCMR will increase from 82.6% to 85% by August 2024.

HB3 Goal

Strategy 1 Details	Reviews	
Strategy 1: Increase enrollment of students in advanced academics and CTE courses **Strategy's Expected Result/Impact:** Course offerings and number of participants monitored monthly **Staff Responsible for Monitoring:** College and Career Ready Task Force	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** Reviewed enrollment in the CCRTF **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: Increase student industry-based certifications **Strategy's Expected Result/Impact:** Number of certifications for high school students increase **Staff Responsible for Monitoring:** CTE Coordinator	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 3 Details	Reviews	
Strategy 3: The failure rate of students in non-traditional CTE courses will be tracked each six weeks and student remediation will occur as needed **Strategy's Expected Result/Impact:** Increased completion rate of CTE students **Staff Responsible for Monitoring:** CTE Coordinator; CTE Teachers	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

Strategy 4 Details	Reviews	
Strategy 4: Monitor the progression of high school students meeting college, career and military readiness indicators **Strategy's Expected Result/Impact:** Increase the number of students meeting CCMR accountability indicators **Staff Responsible for Monitoring:** Director of Program & Curriculum Integration; CTE Coordinator; High School Associate Principal; High School Counselors	**Nov** **Jan** **Mar** **June**	**November Evidence of Progress** Ongoing using CareerCraft **January Evidence of Progress** **March Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the *A–F* ratings under 2024 rule is pending and subject to change**.**

2024 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.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

STAAR Performance (2023–24)

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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
  - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
  - STAAR Alternate 2 assessments with a score code of "N."
  - 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.
  - Other exclusions specified in the 2024 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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%.

Attendance, Graduation, and Dropout Rates (2023–24)

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

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(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 or is being provided

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2022–23 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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, 2022-23 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 *2024 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

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 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

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 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. 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, 2023 for the 2023 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}}{\textbf{number of students in the 2023 cohort*}}$$

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}}{}$$

number of students in the 2023 cohort*

(3) *Continued High School:* The percentage of the 2023 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 2023–24 school year

number of students in the 2023 cohort*

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 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, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 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, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort*

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 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 cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

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, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 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 five-year rates.

2023–24 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}\end{array}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}\end{array}}{}$$

plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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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 six-year rates.

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

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2023 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after 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, 2023

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number of students in the 2022 cohort**

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years 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, 2023

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number of students in the 2021 cohort**

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

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

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23. *(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 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-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, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-E}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2022–23 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{}$$

number of graduates in SY 2022–23 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. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile

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 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(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 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 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 2022–23 school year considered as at risk

total number of graduates in the 2022-23 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) (2023–24)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 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)*
6) **Graduates under an Advanced Diploma 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), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

8) **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)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).*

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, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 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 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 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, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(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:

2023–24 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**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 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 2022-23 annual graduates

Both Subjects.

number of 2022-23 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 2022-23 annual graduates

Any Subject.

number of 2022-23 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 2022-23 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)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2022-23 annual graduates}}$$

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

$$\frac{\text{number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2022-23 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2024 Accountability Manual*. *(Data source: PEIMS 48011)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2022-23 annual graduates who earned an approved industry-based certification}}{\text{number of 2022-23 annual graduates}}$$

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)*

$$\frac{\text{number of 2022-23 annual graduates who earned a level I or level II certificate}}{\text{number of 2022-23 annual graduates}}$$

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 2024 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2022-23 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

$$\frac{\text{number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2022-23 annual graduates}}$$

CCMR-related Indicators (2023–24)

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

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

2023–24 Texas Academic Performance Report (TAPR) Glossary

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.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

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

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

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

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

$$\frac{\textbf{number of 2022-23 graduates who took either the SAT or the ACT}}{\textbf{number of 2022-23 graduates reported}}$$

(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 (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

$$\frac{\textbf{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of 2022-23 graduates reported}}$$

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

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

$$\frac{\textbf{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\textbf{number of 2022-23 graduates who took the SAT}}$$

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

$$\frac{\textbf{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\textbf{number of 2022-23 graduates who took the SAT}}$$

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{}$$

$$\frac{\text{number of students in grades 9–12 who received credit for at least one course in 2022-23}}{}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2022-23}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2022-23}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2022-23}}$$

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2021-22 school year}}$$

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)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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 (2023–24)

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

Enrollment: Students reported as enrolled as of the last Friday in October.

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2023–24, 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)*

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

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

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

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

$$\frac{\textbf{number of students in the 2023–24 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\textbf{number of mobile students in 2022–23}}{\textbf{number of students who were in membership at any time during the 2022–23 school year}}$$

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 2022-23 who did not return to the same campus in the fall of 2023-24. 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 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. 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 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2022 – number of students who returned in fall 2023}}{\textbf{number of students enrolled in fall 2022}}$$

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 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2022-23 available from TEA*. (Data source: PEIMS 40110)*

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

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

public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2022–23 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

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)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. 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)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

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 2023-24 school year. *(Data source: Division of District Talent Systems)*

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)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix A
Advanced Academic Courses

- All courses shown were for the 2022–23 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	
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
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
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
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)
03102502	INDEP STUDY IN MATH (3RD TIME)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
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 HGH LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
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
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
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
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME 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
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
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
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
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
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
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
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

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

EDUCATIONAL AIDES

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

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.