



**Terrell County ISD
Sanderson Schools
2026-2027 District/Campus Improvement Plan**



Approved by the TCISD School Board on 9/16/2026

Board President Signature: _____

A handwritten signature in black ink, appearing to be "S. L. Smith", written over a horizontal line.



Terrell County ISD
Sanderson Schools
2026-2027 District/Campus Improvement Plan

Committee Members:

John Burgess, Special Education Teacher

David Carrasco, Director of Technology

Micaela Rosas, Alejandra Sandieback, Cody Sandieback, Ashley Salazar, Trisha Stannard, Jerry Garza Secondary Teacher

Virginia Garza, Counselor – CTE teacher

Violita McDonald - School Nurse , CTE teacher

Jessica Harkins, Gina Roberts, Tami Carrasco Elementary Teacher

Tanna Lowrance, Superintendent

Thad Cleveland, Community Member / TCSO Sherriff

Jessica McCrory, Parent



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Mission Statement

Terrell County ISD is dedicated to enhancing the self-worth of each student, providing a quality education in a firm, fair, and friendly atmosphere, and instilling pride, respect, and responsibility for one's self and the community, thus preparing the individual for the challenges and changes of the future.

Vision Statement

Terrell County ISD will serve students in a diverse and challenging environment that develops lifelong learners, supported by an engaged community.



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Comprehensive Needs Assessment

DEMOGRAPHICS

Demographic Summary

- Terrell County ISD serves students in grades K-12th grade. The enrollment at Terrell County ISD is approximately 108 students. The demographics of the student population are as follows:
 - 56.05 % Hispanic
 - 39.8 % White
 - 3.7 % Two or More Races
 - 52.8 % Economically Disadvantaged
 - 1.9 % English Language Learners
 - 12.0 % Gifted and Talented
 - 13.0 % Dyslexia
 - 21.3 % Special Education
 - 28.7 % At-Risk

Terrell County ISD will continue efforts to improve attendance in order to ensure that the ADA for the 2026-2027 school year increases. TCISD staff will communicate with parents when students have been absent or tardy for an unacceptable number of days according to district policy. Students with perfect attendance will be recognized during the school year. The TCISD attendance committee will work with the district administration, parents and Justice of the Peace to ensure that students are in school daily.



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Demographic Strengths

Our school community works hard to support TCISD. The Border Patrol, Sheriff's Department and local businesses partner up with the school to support the needs of the students. The parents and community work with the teachers to ensure that students receive adequate instruction and intervention.

Demographic Needs

1. 52.8 % of TCISD students are considered economically disadvantaged. It is important for the staff at TCISD to understand the effects of poverty on teaching.
2. Over 46% of TCISD students are in a specialized program (special education, dyslexia, Gifted and Talented, ESL); therefore, the district must provide the staff with effective training so that teachers understand how to support the students within their classrooms and ensure that student growth is evident and documented.



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STUDENT ACHIEVEMENT

GOAL #1

Terrell County ISD's percentage of graduates achieving College, Career, and Military Readiness meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 82%	JUNE 2028	Target 80%	ACTUAL %	
JUNE 2026	Target 80%	ACTUAL 87%	JUNE 2029	Target 80%	ACTUAL %	
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL %	
GM 1.1 - The percent of Terrell County ISD graduates who meet the TSI Requirements in English Language Arts and Mathematics will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 57%	JUNE 2028	Target 80%	ACTUAL %	
JUNE 2026	Target 80%	ACTUAL 65%	JUNE 2029	Target 80%	ACTUAL %	
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL %	
GM 1.2 - The percent of Terrell County ISD graduates who complete dual credit courses will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 45%	JUNE 2028	Target 80%	ACTUAL %	
JUNE 2026	Target 80%	ACTUAL 57%	JUNE 2029	Target 80%	ACTUAL %	
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL %	
GM 1.3 - The percent of Terrell County ISD graduates who earn a Career and Technology Certification in Microsoft office and/or welding will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 78%	JUNE 2028	Target 80%	ACTUAL %	
JUNE 2026	Target 80%	ACTUAL 86%	JUNE 2029	Target 80%	ACTUAL %	
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL %	



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GOAL #2

The percent of Terrell County ISD 3rd - 12th grade students who score "meets grade level or above" on STAAR ELA/Reading will meet 80% or higher each year from June 2025 to June 2030.									
JUNE 2025	Target 80%	ACTUAL	58%		JUNE 2028	Target 80%	ACTUAL	%	
JUNE 2026	Target 80%	ACTUAL	62%		JUNE 2029	Target 80%	ACTUAL	%	
JUNE 2027	Target 80%	ACTUAL	%		JUNE 2030	Target 80%	ACTUAL	%	
GM 2.1 - The percentage of PreKindergarten students who score "at-grade level or above" on the district adopted reading readiness assessment will increase from meet 80% or higher each year from June 2025 to June 2030.									
JUNE 2025	Target 80%	ACTUAL	N/A		JUNE 2028	Target 80%	ACTUAL	%	
JUNE 2026	Target 80%	ACTUAL	N/A		JUNE 2029	Target 80%	ACTUAL	%	
JUNE 2027	Target 80%	ACTUAL	%		JUNE 2030	Target 80%	ACTUAL	%	
GM 2.2 - The percentage of Kindergarten students who score "at-grade level or above" on the district adopted reading readiness assessment will increase will meet 80% or higher each year from June 2025 to June 2030.									
JUNE 2025	Target 80%	ACTUAL	66%		JUNE 2028	Target 80%	ACTUAL	%	
JUNE 2026	Target 80%	ACTUAL	100%		JUNE 2029	Target 80%	ACTUAL	%	
JUNE 2027	Target 80%	ACTUAL	%		JUNE 2030	Target 80%	ACTUAL	%	
GM 2.3 - The percentage of 1st-2nd grade students who score "at-grade level or above" according to Amira assessment will meet 80% or higher each year from June 2025 to June 2030.									
JUNE 2025	Target 80%	ACTUAL	44%		JUNE 2028	Target 80%	ACTUAL	%	
JUNE 2026	Target 80%	ACTUAL	70%		JUNE 2029	Target 80%	ACTUAL	%	
JUNE 2027	Target 80%	ACTUAL	%		JUNE 2030	Target 80%	ACTUAL	%	



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GOAL #3

The percent of Terrell County ISD 3rd-12th grade students who score "meets grade level or above" on STAAR Mathematics will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 44%	JUNE 2028	Target 80%	ACTUAL	%
JUNE 2026	Target 80%	ACTUAL 50%	JUNE 2029	Target 80%	ACTUAL	%
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL	%
GM 3.1 - The percent of Kindergarten students who score "at grade level or above" according to Amira Math will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 66%	JUNE 2028	Target 80%	ACTUAL	%
JUNE 2026	Target 80%	ACTUAL 100%	JUNE 2029	Target 80%	ACTUAL	%
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL	%
GM 3.2 - The percent of 1st and 2nd grade students who score "at grade level or above" according to Amira Math will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 100%	JUNE 2028	Target 80%	ACTUAL	%
JUNE 2026	Target 80%	ACTUAL 80%	JUNE 2029	Target 80%	ACTUAL	%
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL	%
GM 3.3 - The percent of 3rd - 8th grade students who score "APPROACHES grade level or above" according to district created TEKS aligned benchmarks will meet 80% or higher each year from June 2025 to June 2030.						
JUNE 2025	Target 80%	ACTUAL 75%	JUNE 2028	Target 80%	ACTUAL	%
JUNE 2026	Target 80%	ACTUAL 81%	JUNE 2029	Target 80%	ACTUAL	%
JUNE 2027	Target 80%	ACTUAL %	JUNE 2030	Target 80%	ACTUAL	%



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Student Achievement Strengths

Students are increasing their reading levels based on STAR Early Literacy assessments. Students are increasing their involvement in UIL academics. Students are increasing their time reading academic content based on Accelerated Reading data. Students in elementary are working to master 1,000 sight words, phonics sounds, weekly fluency paragraphs and math facts as quickly as possible. HS students are taking dual credit courses beginning their freshman year. Students in second grade through seniors are required to write in cursive.

Student Achievement Needs

Through the use of the data and observations during the 2026-2027 school year, it was determined that the staff needs continuous professional development in the following areas to support the needs of the students within the district:

- **Reading/Literacy (PreK-12)**
- **Writing Across the Curriculum (All grade levels)**
- **Vocabulary Development (All grade levels)**
- **House Bill 4545 Intervention strategies and programs**
- **Progress is monitored by TCISD school counselor towards CCMR and 'Completer Status' daily during study hall**



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SCHOOL CULTURE AND CLIMATE

School Culture Summary

At TCISD, we encourage an environment that is positive and safe for all members of our school community. Our goal at TCISD is to work towards excellence by implementing **high academic and social standards** and working consistently to achieve our goals. We will work together to achieve a well-rounded positive change for our students, faculty, parents and community members.

School Culture Strengths

To ensure that the campus is safe, all school entrances are locked, and the two main entrances are equipped with doorbells and cameras to monitor the entrance to the building. During the 2020-2021 school year, control access doors and security cameras were installed to increase student and staff safety. To ensure a welcoming environment, the campus administration and staff members greet parents, students, and visitors during the morning drop-off and afternoon pick-up. Students are recognized for their accomplishments. Core Values at Sanderson Schools: Accountable, Integrity, Max Effort, Respect, Consistency

School Culture Needs

The TCISD staff needs to continue to build positive relationships with students, parents, and community members in order to build a school culture that is inviting and supportive (utilizing posters, flyers, social media). TCISD will continue to develop a consistent volunteer program for parents to be involved. TCISD will encourage and support the school Booster Club. TCISD will continue to build a working environment that models the core values developed and adopted by the staff. With recommendations from SHAC, mental health education will be provided to students and staff members. We are working towards a school culture that values and takes pride in our school facilities and our behavior at school events through our actions and words.



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STAFF QUALITY, RECRUITMENT, AND RETENTION

Staff Quality, Recruitment, and Retention Summary

TCISD will continue to interview and obtain highly qualified staff members. The administrative team will work together with campus teachers and site-based team members to interview and select teachers for available positions. In order to assist in retaining TCISD staff members, the staff will be recognized through various strategies. The staff will collaborate and participate in team building activities that will create a culture of support and teamwork. The staff will be involved in district/campus planning and staff development to improve student academic and social achievement. TCISD administration and staff have decided to work towards the district being a part of the TIA - Teacher Incentive Allotment to increase teacher pay through work based outcomes.

Staff Quality, Recruitment and Retention Strengths

The Terrell County Independent School District has several highly qualified teachers and support staff, teachers with multiple certifications, and teachers with multiple years of experience within TCISD. The district also provides competitive compensation and school housing options.

Staff Quality, Recruitment, and Retention Needs

TCISD must develop strategies and support systems that will help with the retention rate of teachers. TCISD will update the salary schedules to draw applicants to the school system and to retain teachers. TCISD will utilize the "District of Innovation Plan" to support the staffing needs through an exemption with certifications in areas of shortage.



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CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum, Instruction, and Assessment Summary

TCISD will monitor and assess the success of students through the use of TCISD based curriculum, district assessments, interventions, TELPAS, STAAR, Amira, STAR Early Literacy assessments and Edmentum programs.

Teachers will engage in the collaborative process. Teachers will develop lesson plans to help better move their lessons through the content in an efficient and organized manner. Cooperative learning strategies and resources will ensure that teachers begin utilizing best practices. The use of SLOs will guide teachers and help them track progress with their students and with their personal teaching goals. Teachers will work to ensure students are working from bell to bell. Teachers will also work together to ensure ALL students have an AR goal and push students to meet this goal each six-weeks. Teachers will ensure Study Hall is utilized for tutoring, HB4545, homework, UIL and school meetings. Elementary teachers will tutor DAILY during RTI time. Elementary and Junior High teachers will also begin working towards helping students master ALL math facts to 12 (addition, subtraction, multiplication, division and fractions). Teachers will also incorporate correct writing strategies into assignments).

Through the development of an aligned curriculum and a focus on early literacy, educational and developmental gaps will begin to close, and a stronger foundation will be established in reading and math.

Curriculum, Instruction, and Assessment Strengths

TCISD will continue to utilize TEKS Resource to help develop an understanding of the TEKS. TEKS Resource also helps ensure that teachers are teaching the critical TEKS for student success.



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Curriculum, Instruction, and Assessment Needs

TCISD needs to establish a focus that will ensure that curriculum, instruction and assessments are meeting the students' needs and that they are vertically and horizontally aligned to close achievement gaps. TCISD will utilize progress monitoring tools every 6-weeks to monitor student understanding of the TEKS covered during that grading period. The tools will help analyze data for a more direct approach to meeting the needs of all students. TCISD teachers will develop a deeper understanding for the TEKS expectations, vertical alignment, formative assessments, summative assessments, the curriculum, best practices, and they will learn to analyze data. TCISD will also communicate the curriculum, instruction and assessment requirements to parents in a parent friendly manner.

Teachers will:

- utilize TEKS resource
- utilize Saxon Phonics daily in grades K-3
- work towards all students mastering the first 1,000 sight words
- implement an AR goal for ALL students in grades K-12 (excluding students who are in Dual Credit English classes)
- progress monitor reading levels with STAR benchmarks in August, January, May
- tutor students daily as needed and 3 times per week for individual student needs during study hall and RTI
- Work on learning math facts with automaticity:

K- recognizing numbers to 100

1st- addition

2nd-addition and subtraction

3rd-multiplication

4th and 5th - multiplication and division

6th - 8th - fraction, decimal, percent conversions (along with reinforcement of addition, subtraction, multiplication, division)



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FAMILY AND COMMUNITY INVOLVEMENT

Family and Community Involvement Summary

TCISD has begun to establish a group of active parent volunteers. TCISD will work with parents to encourage them to continue to participate in the areas where they can be most effective for our campus and students. TCISD will hold various events to engage families and get them involved as per our Parent / Family Engagement Policy. TCISD will work to educate parents on the Texas Essential Knowledge and Skills, Student Expectations and the rigor of the STAAR assessments. TCISD wants to educate parents on the importance of:

- Daily reading and being immersed in all types of text and literature
- Attendance and the important role that attendance has on student achievement
- The relevance of supporting intervention and enrichment through homework and technology support that can be accessed at home for additional practice

Family and Community Involvement Strengths

TCISD is a small community that when provided the opportunity, parents and community members willingly volunteer and support the school, teachers, and students. TCISD organizes events that allow parents to participate and observe the successes of their children.

Family and Community Involvement Needs

- Incentives for attendance, continued and restructured for better results (per six weeks beginning the second six weeks)
- Parent training
- Volunteer opportunities



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SCHOOL CONTEXT AND ORGANIZATION

School Context and Organization Summary

TCISD will provide the students with a supportive structure and school system. The daily routines will be established to ensure that learning time is maximized. The master schedule will provide the students with appropriate learning time. The school systems in place will ensure that students are safe. The SHAC committee with support staff and students by presenting and recommending mental health programs for staff and students. All substitute teachers are required to attend a substitute training with the Superintendent at the beginning of each school year. All safety drills are conducted as required by the TxSSC.

School Context and Organization Strengths

Routines with the consolidation of the elementary students with secondary students have been developed and adjusted to ensure that students are safe. Established procedures for secondary students driving to campus have been implemented. Extra duty schedules have been established to ensure that adults are supervising students at all times. The Guardian Program ensures a school resource officer requirement has been met.

The master schedule allows for learning time to be maximized.

School Context and Organization Needs

TCISD must continue to develop school-wide behavior expectations that are aligned from PreK through 12th, especially in common areas. This will ensure that everyone is speaking the same language and it ensures that students know expectations. Three expectations will be used to guide the entire school: Be Safe, Be Responsible, Be Respectful. We will also institute be kind and the 'Give me Five' attention resource.



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TECHNOLOGY

Technology Summary

Every classroom in TCISD is equipped with a teacher's computer. Most classrooms are equipped with an interactive whiteboard and projector. The district has two working computer labs for student/ class access throughout the day. The district has chromebooks for students from grades 2-12 and iPads for K-1 grades to use within their classrooms. Dual Credit students are assigned Microsoft Windows laptops.

Technology Strengths

Teachers and students have access to their own assigned Chromebooks and to computer labs throughout the day. Each classroom also has interactive panels and document cameras to support teaching and learning within each classroom.

Technology Needs

Additional technology needs:

- Continued technology training for teachers
- Updated Science Lab equipment



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Goal 1: Terrell County ISD/Sanderson Schools will support high academic standards.

Performance Objective 1: 90% of Terrell County ISD/Sanderson Schools students will meet standard or demonstrate grade level performance on state assessments or any of the following assessment tools: RenStar Reading (AR), Amira, Study Island and district developed assessments (including benchmarks, sight words, fluency and math flashcards)

Summative Evaluation: State assessments, RenStar Reading, Amira, Study Island, district assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) The TCISD Staff will work collaboratively to analyze TEKS, curriculum and data to develop lessons that are instructionally appropriate and provide students with the level of rigor and scaffolding required within the TEKS, to begin closing achievement gaps.	Campus administration, teachers	Professional Development focused on these areas with Region 18 and the TCISD administration, lesson plans, training certificates, sign-in sheets, agendas, instructional focus visits, TEKS Resource usage, collaborative meeting with administration and teacher leaders.	SEPT. JAN. MAY.
2) Students not performing on or above grade level, according to STAAR (HB1416) and other district criteria, will receive research-based interventions in the formal intervention time during the school day and through pull-out intervention programs (RTI).	Campus administration, RTI teacher, special education teacher, classroom teachers	District assessments, data collected by teachers, SIT paperwork, student attendance sheets, lesson plans, instructional focus visits, Amira reports, STAAR results, intervention documents	SEPT. JAN. MAY.
3) Accelerated Reader will be utilized 1 st – 12 th to promote the importance of reading. Modifications will be made to the program to ensure that students are reading to learn successfully.	Campus administration, English/reading teachers, library assistants	Accelerated Reading Reports, RenStar Reading Assessment Reports, STAAR results, Grade Book grades	SEPT. JAN. MAY.



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Performance Objective 2: Terrell County ISD will increase the daily attendance rate to 97%.

Summative Evaluation: Daily attendance rates, attendance letters, parent contacts, attendance committee documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) The TCISD administration and attendance committee will monitor student attendance trends.	Campus administration, teachers, school secretary, counselor, campus attendance committee	Daily Attendance rate	SEPT. JAN. MAY.
2) The campus administration will contact parents via email, letter, conference, or phone calls to discuss and inform parents of attendance concerns and violations.	Campus administration, counselor, school secretary	Letters, communication log, emails, conference forms	SEPT. JAN. MAY.
3) ADMINISTRATION will monitor attendance on a daily basis and maintain a record of parent contacts.	Campus administration, teachers, counselor, district secretary	Daily attendance rates, parent contact logs, individual student attendance records	SEPT. JAN. MAY.
4) Awards and recognition will be provided to individuals and classrooms that have a high attendance rate percentage.	Campus administration, counselor, school secretary, attendance committee	Student attendance records, daily attendance rates by classroom, daily attendance rate by district	SEPT. JAN. MAY.
5) Students will be recognized for Perfect Attendance, Honor Roll, Student of the Month, Sight Word Masters, Highest AR points each 6-weeks at the '6-Weeks Awards Assembly'. Students who have perfect attendance, or who are on the honor roll for the entire year will receive Amazon gift cards at the end of year awards.	Campus administration	, list of award recipients, attendance, report cards, data collection	SEPT. JAN. MAY.
7) All parents will receive an updated notice about attendance and the consequences for not attending school. The letter will explain that writing a letter for a student's absence does not automatically excuse the absence.	Campus administration	Notice to parents, attendance rate by grading period, truancy filings, parent conference notes	SEPT. JAN. MAY.



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Performance Objective 3: 100% of TCISD's English Language Learners will demonstrate at least one level of growth according to proficiency levels on TELPAS.

Summative Evaluation: TELPAS results, formative assessments, lesson plans, district LEP monitoring tool, instructional focus visits, STAAR results, LPAC documents, Woodcock-Munoz testing

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) ESL and general education teachers will provide instructional support to all ESL students. They will ensure a strong academic foundation by incorporating academic language strategies in their lessons and student products.	Campus administration, ESL teachers, RTI teacher	Lesson plans, instructional focus visits, district assessments, Amira reports, STAAR results, Woodcock-Munoz testing, LAS assessment, LPAC documents	SEPT. JAN. MAY.
2) All English certified teachers (PreK-12) will be ESL certified.	Campus administration, teachers	State Certification testing and SBEC certifications	SEPT. JAN. MAY.
3) Teachers will implement Lead4ward instructional strategies, cooperative learning, and various other resources in daily classroom lessons to ensure that the four language domains are addressed.	Campus administration, RTI teacher, counselor, teachers	Instructional focus visits, lesson plans, daily products, ELL monitoring tools, TELPAS	SEPT. JAN. MAY.
4) ESL students will receive additional support through an Edmentum reading program, designed specifically for ELLs (grades 3-12), BrainPop ELL, and/or Rosetta Stone.	Campus administration, teachers, RTI teacher, special education teacher	Edmentum progress reports, student tracking charts	SEPT. JAN. MAY.
5) The ELL students will participate in pull-out and/or classroom-based ESL instruction. The ESL support/instruction will be documented in lesson plans through the use of the ELPS.	Campus administration, ESL teachers, classroom teachers who service ESL students	Lesson plans, instructional focus visits, TELPAS results,	SEPT. JAN. MAY.



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Performance Objective 4: 100% of TCISD students will demonstrate academic growth on at least one of the following growth measurement tools: STAAR, end-of-year district assessments, Amira, RenStar Reading, and Accelerated reading

Summative Evaluation: Teacher observations, anecdotal notes, running records, Amira reports, Accelerated Reading reports, district assessments, SIT and RTI documentation, STAAR results, TELPAS results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) All PreK-8 th grade students will participate in the Amira Reading and Math programs. This will help support and build the foundation for all students. This will also help determine progress from September – May.	Campus administration, elementary teachers, Reading/ELA teachers, library assistants	Amira reports, district assessment results, TELPAS, STAAR, EOC	SEPT. JAN. MAY.
2) All primary grades will utilize SAXON PHONICS to solidify the reading foundation for students prior to entering into the 4 th grade. An additional Guided Reading Program will be purchased to support the Guided Reading within the foundational grade levels.	Campus administration, elementary teachers, library assistants	Amira reports, district assessment results, progress monitoring charts, Reading A-Z guided reading levels ESSER III Purchases	SEPT. JAN. MAY.
3) Lesson plans will be written and submitted weekly by all teachers.	Campus administration, teachers	Lesson plans, lesson observations, instructional focus visits, T-TESS	SEPT. JAN. MAY.
4) Assessments that are aligned to the TEKS and STAAR will be developed, and results will be analyzed, grades K-12. The assessments should require students to apply the process standards and articulate the learning at a high level.	Campus administration, teachers in grades 3-12	Lesson plans, developed assessments, assessment results, assessment writing training documents, Eduphoria data	SEPT. JAN. MAY.



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5) Students will have the opportunity to participate in weekly tutorials/RTI/acceleration in the areas of math, reading, writing, science and social studies.	Campus administration, core-content area teachers	Tutorial schedules, student sign-in sheets	SEPT. JAN. MAY.
6) Courseware (Edmentum) programs will be available to students for credit recovery or advancement.	Campus administration, teacher assistant that monitors the on-line program	Student enrollment in Odyssey/Plato Courseware, teacher assistant schedules, time-sheets	SEPT. JAN. MAY.
7) TCISD will utilize the District of Innovation teacher certification exemption to fill all teaching positions and support the academic needs of the students.	Campus administration, teacher assistant hired to monitor the students during their on-line math course	Student enrollment, student grades and success rate, teacher assistant schedules, time-sheets	SEPT. JAN. MAY.
8) TCISD will implement the use of SLO (Student Learning Objectives) to ensure that goals are established for classrooms to improve student performance and teacher performance.	Campus administration, teachers	SLO documents, T-TESS, Eduphoria data, STAAR data,	SEPT. JAN. MAY.
9) TCISD will continue to implement a Gifted and Talented pull-out program that accelerates student learning. The program will foster a love for learning and provide students with the opportunity to explore areas of interest to advance their learning.	Campus administration, RTI teacher/GT teacher	Program enrollment, student products, student progress on various assessment tools, lesson plans, master schedule, program design	SEPT. JAN. MAY.
10) TCISD will utilize "Reading by Design" to support the needs of dyslexic students and struggling readers.	Campus administration, dyslexia teacher, RTI teacher, elementary classroom teachers	Reading by Design progress monitoring, RTI lists, assessment results	SEPT. JAN. MAY.
11) TCISD will utilize TxKEA for Kinder reading and TPRI for 1 st and 2 nd grade reading. These programs will monitor progress for BOY, MOY and EOY. These systems are aligned with the state requirements.	Campus administration, early literacy teachers	CIRCLE reports, data reports, results	SEPT. JAN. MAY.



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Performance Objective 5: TCISD staff members will work collaboratively in order to ensure that 100% of Sanderson students have a positive and smooth transition from elementary courses to secondary courses and from secondary courses to post-secondary opportunities.

Summative Evaluation: Calendars, flyers of events, parent and student attendance in events, parent and teacher surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) Eighth grade students and parents will be provided with information about transition between junior high and high school. The information presented will focus on curriculum requirements, course opportunities, and High School graduation plans. This meeting will take place during the second semester of the school year.	Campus administration, counselor	Parent and student sign-in sheets, parent feedback, student feedback	SEPT. JAN. MAY.
2) TCISD students will participate in "Go Get It – College Week" in October. During this week, students will be introduced to various colleges and post-secondary opportunities. The students will show their post-secondary spirit and learn different college facts.	Campus administration, counselor	Student participation, announcements, flyers	SEPT. JAN. MAY.
3) The school counselor will work with all secondary students and provide them with information about scholarships and post-secondary opportunities.	Campus administration, counselor	Counselor's calendars, scholarships awarded, students accepted into different colleges/military	SEPT. JAN. MAY.
4) Post-secondary education will be promoted each week with "College, Career, Military Day Mondays."	Campus administration, counselor	Participation rates, announcements	SEPT. JAN. MAY.
5) The school counselor will involve Junior and Senior high school students in a minimum of one college fair/visit and promote post-secondary opportunities by having speakers	Campus administration, counselor	Participation rates, sign-in sheets, schedule, agendas	SEPT. JAN. MAY.



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from the military, post-secondary institutes and FAESA representatives.			
6) The special education department will participate in a transition fair to support the post-secondary needs of special education students.	Campus administration, special education teacher	Participation rates, sign-in sheets, schedule, agendas	SEPT. JAN. MAY.
7) Terrell County ISD will support High School students by paying for the first administration of their TSIA.	Campus administration, counselor	Purchase orders, number of students who pass the various parts of the TSIA	SEPT. JAN. MAY.
8) Terrell County ISD will promote CCMR by requiring all students to begin taking the TSIA during the Spring semester of their sophomore year.	Campus administration, counselor	Purchase orders, number of students who pass the various parts of the TSIA	Aug. Jan.
9) Through the remaining grant money provided by the Pinon Foundation, students enrolled in dual credit course have the option of having their tuition reimbursed if they meet the requirements for reimbursement. This will occur as long as funds remain available.	Campus administration, counselor	Dual credit course records, dual credit course grades, reimbursement forms and total number of reimbursements	Aug. Jan.



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Goal 2: Terrell County ISD/Sanderson Schools will use effective instructional strategies.

Performance Objective 1: 100% of TCISD teachers will participate in various professional development opportunities that will promote the use and implementation of instructional strategies within the classroom.

Summative Evaluation: Professional development records, sign-in sheets, T-TESS, instructional focus visits, lesson plans

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) The TCISD staff will participate in the Tailor-Made Training professional development through Region 18, with a on focus the reading academy (new teachers), ELAR, formative assessments, data, interventions.	Campus administration, teachers, Region 18	Professional development records, sign-in sheets, agendas, lesson plans, instructional focus visits, T-TESS	Aug. Jan.
2) The TCISD staff will work with the administration to develop a deeper understanding of the STAAR assessment data and identify areas of weakness, to better plan instruction for the students by utilizing assessment banks in TEKS Resource and eduphoria.	Campus administration, teachers	Agendas, sign-in sheets, data disaggregation, professional development records, Eduphoria	Aug. Jan.
3) Campus/District based professional development will incorporate the following topics: ELL, TELPAS, STAAR, Lead4ward, Discipline Management, data disaggregation	Campus administration, teachers, counselor	Agendas, sign-in sheets, data disaggregation, professional development records	Aug. Jan.
4) TCISD will encourage and provide opportunities for staff members to attend professional development outside of the district to support their personal growth and T-TESS goals.	Campus administration, teachers	Attendance certificates, T-TESS observations	Aug. Jan.
5) Most certified teachers and some support staff will be trained on CPR and trauma/emergency procedures as required by SB 11. (during inservice)	Campus administration, teachers	Attendance certification, copies of certification cards	Aug. Jan.



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6) All staff members will be trained in child abuse, trafficking, and dating violence before the start of the school year. Reminders about what to look for will be provided to the staff throughout the year. (ADDED)	Campus administration, counselor change to teachers, aides, administration, peims	Attendance reports	Aug. Jan.
7) All school board members will be trained in child abuse and trafficking every two years.			Aug. Jan.



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Goal 3: Terrell County ISD/Sanderson Schools will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 1: 100% of TCISD staff will meet the ESSA, District and District of Innovation requirements for certifications.
Summative Evaluation: TEA Records, teacher certifications, personnel records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) The TCISD interview team will conduct interviews with applicants that meet highly qualified criteria and make employment recommendations based on certifications, experience, and references.	Campus administration, CEIC members, interview team	T-TESS, instructional focus visits, personnel records, teacher certifications, interview documentation	Dec: Feb: April: June:
2) The TCISD administration will work with teachers who do not meet the highly qualified requirement and identify strategies to support the teachers. Teachers not identified as highly qualified will have one school year to obtain the appropriate certification for highly qualified status.	Campus administration	Certification records, intervention/support plans	Dec: Feb: April: June:
3) TCISD will utilize the District of Innovation exemption for teacher certifications to fill positions that are difficult to fill. The positions	Campus administration	Certification records, intervention/support plans	Dec: Feb: April: June:



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filled will be filled by individuals who have a background in the content and/or teaching experience in a similar area.			
4) The Board of Trustees will evaluate the current salary schedule and consider adjusting the salary schedule and stipends, per a TASB recommendation.	Campus administration School Board	School Board Meeting Minutes, TASB Salary information	Board approved disbursement of HB2 funds to teachers and staff. TCISD added an additional ½ of stipend amounts not awarded to teaching staff not meeting full funding requirements. (4 staff total: 2 at \$2000 each, 2 at \$4000 each) from local budget funds.
5) TCISD will implement the TIA-Teacher Incentive Allotment to help recruit highly qualified / high performing teachers. (2024-2025 will be the planning and acceptance year) (2025-2026 school year will be data collection) (2026-2027 will be the first year for TIA fund disbursement)	Superintendent , TIA committee, CFO, PEIMS clerk	TIA plan (rural cohort with Region 15)	June 2025: Plan accepted June 2026: June 2027: June 2028: June 2029 June 2030:



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Goal 3: Terrell County ISD/Sanderson Schools will recruit, develop, and support highly motivated staff members who maximize student success. TCISD will also continue to submit TIA data as a means of teacher support, recruitment and retention.

Performance Objective 2: TCISD will retain 75% of the teaching staff, in order to build capacity and a positive collaborative working environment.

Summative Evaluation: T-TESS, instructional focus visits, teacher feedback, meetings and agenda sign-in sheets, professional development records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) Administration will recognize staff and classes for their achievements, growth, and successes.	Campus administration	Meeting agendas, observations, celebration photos, data	DEC. MAY.
2) Team building will be added into staff meetings and collaborative team sessions. Team building will be used to build ownership and unity within the campus.	Campus administration, counselor, staff members	Teacher reflections, agendas, sign-in sheets, teacher retention records	DEC. MAY.
3) TCISD will continue implementing substitute training in order to retain substitutes and offer consistency to the students and offer support to the substitutes. The training will ensure that substitutes are aware of the district's emergency and safety procedures.	Campus administration	Substitute handbook, substitute training sign-in, presentation, agenda, board minutes and agenda, substitute pay scale	DEC. MAY.
4) TCISD superintendent will personally recognize each teacher	Campus administration	Teacher retention, teacher confidence, teacher T-TESS appraisal performance	DEC. MAY.
5) Fun events will be added into the schedule for staff and students:	Campus administration	Participation, retention rate	DEC. MAY.



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Goal 4: Terrell County ISD/Sanderson Schools will prepare technologically advanced students.

Performance Objective 1: 100% of TCISD classrooms will utilize technology to support academics.

Summative Evaluation: Technology inventory, teacher self-reports, T-TESS, instructional focus visits, staff development records, lesson plans

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) TCISD will increase the amount of technology-based instruction, equipment, software, and staff development to meet SBEC technology standards. Grants will continue to be written to attempt to purchase various forms of technology to support student learning.	Campus administration, technology director, teacher	Instructional focus visits, T-TESS, grant applications	DEC. MAY.
2) TCISD staff will use programs that are computer-based and internet websites that are designed to enhance student learning: Edmentum, Amira, Google Classroom, Accelerated Reading, BrainPop, etc.	Campus administration, technology director, teachers	Instructional focus visits, lesson plans, program reports (RenStar Reading, Accelerated Reading, Study Island, Amira, Edmentum)	DEC. MAY.



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3) TCISD staff will engage in technology training that will help promote technology-based learning that aligns with the content area TEKS and the technology standards.	Campus administration, technology director, teachers	Instructional focus visits, lesson plans, student feedback	DEC. MAY.
4) The district will provide students with the opportunity to earn a Microsoft certification, NOCTI, welding certification, graphic design and health certificate.	Campus administration, technology director, counselor, BIM teacher	completed certifications.	DEC. MAY.
5) The district will provide students with the opportunity to earn a welding certification after the completion of the required welding courses.	Campus administration, technology director, counselor, Industrial Arts teacher	Industrials Arts enrollment, completed certifications.	DEC. MAY.



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Goal 5: Terrell County ISD/Sanderson Schools will provide facilities that support exemplary learning environments.

Performance Objective 1: 100% of TCISD students will participate in a school environment that promotes high expectations, respect, recognizes student accomplishments, is safe, drug free and promotes a healthy lifestyle.

Summative Evaluation: Discipline records, counseling referrals, school community feedback, surveys, instructional focus visits, drill reports, T-TESS, counseling reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) TCISD students will participate in Red Ribbon Week, SHAC events, and other community-based programs to promote healthy lifestyles and good nutritional choices.	Campus administration, breakfast program manager, PE coaches, school nurse, teachers, counselor	Instructional focus visits, SHAC events attendance, community and/or organizational based participation (i.e. Jump Rope for Heart, Red Ribbon Week)	Dec: Feb: April: June:
2) TCISD will ensure that NCI and TBSI strategies are implemented and that a Behavior Management Team is established.	Campus administration, counselor, campus behavior coordinator, special education teacher, behavior management team	Discipline records, teacher feedback, records from special education, RTI records, staff development records	Dec: Feb: April: June:
3) TCISD students will receive instruction and information about bullying, cyber-bullying, dating violence and other social skills and or safety concerns through various programs and through the counselor.	Campus administration, counselor, teachers, Sheriff's Deputy	Discipline records, teacher feedback, counselor reports, campus survey, student feedback, bullying reports	Dec: Feb: April: June:
4) TCISD will implement a district/campus Crisis Management Plan. The district will also train all staff on how to respond to various crisis situations.	Campus administration	Drill reports, discipline data, teacher feedback, observations, safety audit report, inspections by	Dec: Feb: April:



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		fire inspector, training agendas and sign-in sheets	June:
5) The TCISD administration will coordinate with the Terrell County Sheriff's Department, Border Patrol and the DPS officer to develop and update an action plan for "active shooters" and/or other emergency responses.	Campus administration	Meeting agendas, sign-in sheets, developed plan	Dec: Feb: April: June:
6) The school counselor will provide students with monthly lessons that focus on good character.	Counselor	Counselor reports, counselor lesson plans/calendars, student feedback	Dec: Feb: April: June:
7) The TCISD students in grades 4-12 will participate in a "sex education" mini class to bring consequences and body awareness to students. Students in 6-12 will have a suicide education awareness program.	Campus administration, school nurse	Calendar, correspondence with the Life Center, student feedback, student participation, Life Center feedback	Dec: Feb: April: June:
8) The Student Council will promote and support community-based programs to educate the student body and develop a positive school and community environment.	Campus administration, student council sponsor, student council	Program participation, program advertisement	Dec: Feb: April: June:
9) TCISD will continue to implement an online anonymous bullying report form to support and comply with "David's Law."	Campus administration, technology director	Website, student handbooks	Dec: Feb: April: June:
10) TCISD will implement THE YONDR POUCHES in response to HB 2 (no cell phone policy) for all students in grades 6-12.	Campus administration, staff	Pledges, student documents, classroom observations, bullying reports	Dec: Feb: April: June:



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11) TCISD staff who has not been trained will receive Texas' Educator Ethics Training to ensure that staff members understand and recognize the boundaries between staff and students.	Campus administration	Training documents, training assessments, staff attendance	Dec: Feb: April: June:
12) The Terrell County ISD SHAC committee will recommend a curriculum for instruction regarding opioid addiction and abuse. The SHAC committee will also recommend strategies to increase parental awareness regarding suicide risks and behavioral health concerns.	Campus administration, SHAC committee, nurse	Training documents, attendance at programs, board agendas, board minutes	Dec: Feb: April: June:
13) TCISD's School Safety team will meet to review and discuss school safety. The TCISD Threat Assessment team will also meet to discuss potential threats and or concerns.	Campus administration, staff	Meeting agendas, minutes, sign-in sheets	Dec: Feb: April: June:
14) TCISD will provide mental health education to parents, students, and staff. The SHAC committee will recommend a program and a guest speaker may be brought in to motivate students and support their mental health needs.	Campus administration, SHAC	Invoice, curriculum, social media postings, flyers	Dec: Feb: April: June:



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Goal 6: Terrell County ISD/Sanderson Schools will fully develop positive partnerships with Terrell County's community and business organizations.

Performance Objective 1: 100% of TCISD faculty will maintain a high level of parental involvement within the school in order to create an environment that promotes the importance of working together to ensure student success.

Summative Evaluation: School community feedback, surveys, site-based team feedbacks, volunteer logs, communication logs, event participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) Terrell County ISD will provide opportunities for parents to attend and participate in the following programs: Meet the Teacher, Meet the Eagles, Open House, conferences, Literacy Night, Book Fair, Veteran's Day program, and various other events.	Campus administration, counselor, teachers, parents, community members	Participation counts, parent feedback, parent survey results, site-based team, teacher feedback	Dec: Feb: April: June:
2) TCISD will increase parental communication through the use of behavior reports, phone calls, BLACKBOARD, Facebook, memos, conferences, virtual meetings, web pages, parent connect, progress reports, Sports U, and Remind. Various other communication tools may be utilized to increase communication.	Campus administration, counselor, teachers	Student folders (elementary), communication logs, parent feedback, parental participation in school events	Dec: Feb: April: June:
3) TCISD students will participate in community activities such as: Canned Food Drives, Breast Cancer Awareness, Veteran's Day Program, & Senior Citizen Thanksgiving Lunch.	Campus administration, counselor, teachers, parents, community partners	Community feedback, parent, teacher and student feedback, event sign-in sheets	Dec: Feb: April: June:



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4) TCISD will partner up with local agencies to support learning in the school: Border Patrol, Sheriff's Department, Senior Citizen Center, Court House, and County Extension Agency.	Campus administration, counselor, teachers, parents, community partners	Community feedback, student and parent feedback, teacher feedback, photos of collaborative events	Dec: Feb: April: June:
5) TCISD will support and utilize the SUMMER RURAL COMMUNITIES FREE HEALTH CLINIC for athletic physicals and CDL physicals.	Campus administration, teachers, coaches	Community feedback, staff feedback, participation rates, clinic feedback	June:
6) The school nurse will schedule the mobile dental van for student and family check-ups within the district.	Campus administration, school nurse, teachers	Advertisements, feedback, participation rates	Dec: Feb: April: June:
7) The school nurse will work with local agencies to offer vaccines and flu shots at the school for staff, students, and community members.	Campus administration, school nurse	Participant numbers, flyer	Dec: Feb: April: June:
8) The school nurse will support students, staff and parents with information and education on infectious diseases and procedures that should be established as safety measures.	Campus administration, school nurse	Nurse documentation	Dec: Feb: April: June:



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Goal 7: Terrell County ISD/Sanderson Schools will exercise fiscal responsibility

Performance Objective 1: 100% of TCISD's budget accounts will be reviewed, discussed and reconciled monthly in order to ensure that 100% of all funds are used to promote student success.

Summative Evaluation: Budget account information and audits, district audits, budget accounts, Board minutes and agendas

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) The TCISD Business office, School Board and superintendent will meet monthly to review the district's budget and activity funds.	Campus administration, Business Manager, School Board	Board agendas and minutes, financial reports, budget ledgers	Dec: Feb: April: June:
2) The TCISD School Board, district administration and business office will continue implementing the TEA monitor's recommended financial plan to ensure that the district is not spending more than it is receiving.	Campus administration, school board, business office	Budget ledgers, board agendas and minutes, financial reports	Dec: Feb: April: June:
3) The TCISD administration will work with the staff to attempt to reduce the local budget spending to 80% of the allocated budget.	Campus administration, business office, school board	Budget ledgers, pink purchase authorization forms, financial reports	Dec: Feb: April: June:
4) The TCISD administration and school board will combine job responsibilities when employees leave the district to reduce salary and vacant positions, when appropriate. Admin will attend job fairs to help fill vacant teaching positions.	Campus administration, business office, school board	Salaries, number of personnel, total expenditures	Dec: Feb: April: June:



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Goal 7: Terrell County ISD/Sanderson Schools will exercise fiscal responsibility

Performance Objective 2: 100% of the Title and ESSER funds will be allocated according to federal guidelines.

Summative Evaluation: Budget account information and audits, district audits, budget accounts, Board minutes and agendas

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review
1) All Title purchases and ESSER purchases will be aligned to the District/Campus Improvement Plan and the Instructional Continuity Plan.	Campus administration, business office, school board	Financial reports, budget audits, purchase orders	Dec: Feb: April: June:
2) All Title funds and ESSER funds will directly benefit the students of Terrell County ISD.	Campus administration, site-based team, business office	Instructional focus visits, purchase history, financial reports, audits, teacher and parent surveys	Dec: Feb: April: June:

3rd Grade	Reading				
	2024 District	2025 District	2026 District	2026 State	
Approaches	83%	100%	90%	74%	
Meets	33%	100%	50%	52%	
Masters	0%	60%	20%	26%	
Math					
Approaches	67%	100%	90%	68%	
Meets	50%	80%	60%	46%	
Masters	0%	20%	30%	22%	

5th Grade	Reading				
	2024 District	2025 District	2026 District	2026 State	
Approaches	91%	78%	100%	80%	
Meets	45%	56%	100%	60%	
Masters	9%	33%	83%	35%	
Math					
Approaches	91%	67%	100%	76%	
Meets	64%	56%	100%	49%	
Masters	27%	33%	67%	21%	
Science					
Approaches	73%	78%	100%	66%	
Meets	36%	56%	100%	38%	
Masters	0%	22%	33%	18%	

8th Grade	Reading				
	2024 District	2025 District	2026 District	2026 State	
Approaches	92%	100%	82%	84%	
Meets	77%	88%	45%	61%	
Masters	54%	77%	27%	33%	
Math					
Approaches	77%	100%	*	75%	
Meets	54%	75%	*	49%	
Masters	23%	25%	*	17%	
Science					
Approaches	85%	100%	73%	77%	
Meets	69%	88%	55%	55%	
Masters	23%	25%	36%	30%	
Social Studies					
Approaches	77%	88%	55%	59%	
Meets	77%	50%	36%	33%	
Masters	46%	13%	27%	17%	

End of Course	English 1				
	2024 District	2025 District	2026 District	2026 State	
Approaches	90%	67%	91%	73%	
Meets	70%	60%	82%	53%	
Masters	30%	27%	18%	12%	
English II					
Approaches	100%	82%	92%	73%	
Meets	89%	82%	75%	58%	
Masters	22%	9%	8%	9%	
Algebra 1					
Approaches	64%	73%	90%	83%	
Meets	18%	20%	43%	51%	
Masters	9%	13%	14%	28%	
Biology					
Approaches	100%	100%	100%	93%	
Meets	86%	80%	100%	92%	
Masters	0%	20%	91%	69%	
U.S. History					
Approaches	100%	93%	92%	93%	
Meets	92%	67%	67%	69%	
Masters	58%	53%	42%	37%	

Overall Performance	2026 All Subjects				
	2024 District	2025 District	2026 District	2026 State	
Approaches	83%	85%	81%	76%	
Meets	60%	60%	59%	52%	
Masters	26%	27%	29%	24%	

2026	2026 All Subjects			
	Reading	Math	Science	Social Studies
Approaches	27.00%	28%	7%	25%
Meets	83.00%	82%	93%	91%
Masters	27.00%	20%	22%	39%

3rd Grade	Reading			
	2024 District	2025 District	2026 District	2026 State
Approaches	83%	100%	90%	74%
Meets	33%	100%	50%	52%
Masters	0%	60%	20%	28%
Math				
Approaches	67%	100%	90%	68%
Meets	50%	80%	60%	46%
Masters	0%	20%	30%	22%

4th Grade	Reading			
	2024 District	2025 District	2026 District	2026 State
Approaches	80%	100%	*	78%
Meets	40%	57%	*	54%
Masters	30%	14%	*	24%
Math				
Approaches	60%	86%	*	69%
Meets	60%	71%	*	50%
Masters	30%	29%	*	25%

5th Grade	Reading			
	2024 District	2025 District	2026 District	2026 State
Approaches	91%	78%	100%	80%
Meets	45%	58%	100%	60%
Masters	9%	33%	83%	35%
Math				
Approaches	91%	67%	100%	76%
Meets	64%	58%	100%	49%
Masters	27%	33%	67%	21%
Science				
Approaches	73%	78%	100%	66%
Meets	36%	58%	100%	38%
Masters	0%	22%	33%	18%

6th Grade	Reading			
	2024 District	2025 District	2026 District	2026 State
Approaches	80%	83%	58%	74%
Meets	50%	33%	38%	56%
Masters	40%	17%	25%	30%
Math				
Approaches	90%	74%	63%	74%
Meets	50%	40%	50%	40%
Masters	30%	16%	0%	16%

8th Grade	Reading			
	2024 District	2025 District	2026 District	2026 State
Approaches	92%	100%	82%	84%
Meets	77%	88%	45%	61%
Masters	54%	77%	27%	33%
Math				
Approaches	77%	100%	*	75%
Meets	54%	75%	*	49%
Masters	23%	25%	*	17%
Science				
Approaches	85%	100%	73%	77%
Meets	69%	88%	55%	55%
Masters	23%	25%	36%	30%
Social Studies				
Approaches	77%	88%	55%	59%
Meets	77%	50%	36%	33%
Masters	46%	13%	27%	17%

End of Course	English 1			
	2024 District	2025 District	2026 District	2026 State
Approaches	90%	67%	91%	73%
Meets	70%	60%	82%	53%
Masters	30%	27%	18%	12%
English II				
Approaches	100%	82%	92%	73%
Meets	89%	82%	75%	58%
Masters	22%	9%	8%	9%
Algebra 1				
Approaches	64%	73%	90%	83%
Meets	18%	20%	43%	51%
Masters	9%	13%	14%	28%
Biology				
Approaches	100%	100%	100%	93%
Meets	88%	80%	100%	92%
Masters	0%	20%	91%	69%
U.S. History				
Approaches	100%	93%	92%	93%
Meets	92%	67%	67%	69%
Masters	58%	53%	42%	37%

7th Grade	Reading				
	2024 District	2025 District	2026 District	2026 State	
	Approaches	83%	80%	75%	78%
	Meets	50%	50%	33%	56%
	Masters	17%	20%	17%	32%
Math					
	Approaches	83%	90%	50%	51%
	Meets	67%	40%	33%	32%
	Masters	17%	30%	17%	10%

26-27 Terrell County CNA Data

Overall Performance	2026 All Subjects				
	2024 District	2025 District	2026 District	2026 State	
	Approaches	83%	85%	81%	76%
	Meets	50%	50%	50%	52%
	Masters	26%	27%	29%	24%

2026	Reading	Math	Science	Social Studies
2026 Avg. Score	27.65%	75%	75%	5%
Approaches	83.00%	82%	93%	91%
Meets	82.00%	50%	50%	50%
Masters	27.00%	24%	22%	39%

Texas Education Agency
2025-26 STAAR Performance
TERRELL COUNTY ISD (222901) - TERRELL COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26

	School Year	State	Region 18	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 (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2026	74%	69%	90%	-	83%	*	-	-	-	-	*	-	89%	*	80%	*
	2025	77%	73%	100%	-	*	*	-	-	-	-	*	-	100%	-	*	-
At Meets Grade Level or Above	2026	52%	43%	50%	-	17%	*	-	-	-	-	*	-	44%	*	20%	*
	2025	52%	43%	100%	-	*	*	-	-	-	-	*	-	100%	-	*	-
At Masters Grade Level	2026	26%	17%	20%	-	0%	*	-	-	-	-	*	-	22%	*	0%	*
	2025	23%	15%	60%	-	*	*	-	-	-	-	*	-	60%	-	*	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2026	68%	63%	90%	-	83%	*	-	-	-	-	*	-	89%	*	80%	*
	2025	71%	66%	100%	-	*	*	-	-	-	-	*	-	100%	-	*	-
At Meets Grade Level or Above	2026	46%	39%	60%	-	50%	*	-	-	-	-	*	-	67%	*	40%	*
	2025	46%	38%	80%	-	*	*	-	-	-	-	*	-	80%	-	*	-
At Masters Grade Level	2026	22%	17%	30%	-	0%	*	-	-	-	-	*	-	33%	*	0%	*
	2025	19%	15%	20%	-	*	*	-	-	-	-	*	-	20%	-	*	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2026	78%	72%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	81%	76%	100%	-	*	*	-	-	-	-	*	*	100%	*	*	-
At Meets Grade Level or Above	2026	54%	45%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	54%	44%	57%	-	*	*	-	-	-	-	*	*	60%	*	*	-
At Masters Grade Level	2026	24%	15%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	24%	15%	14%	-	*	*	-	-	-	-	*	*	20%	*	*	-

	School Year	State	Region 18	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 (Current & Monitored)
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2026	69%	63%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	69%	65%	86%	-	*	*	-	-	-	-	*	*	100%	*	*	-
At Meets Grade Level or Above	2026	50%	44%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	47%	40%	71%	-	*	*	-	-	-	-	*	*	80%	*	*	-
At Masters Grade Level	2026	25%	20%	*	-	*	*	-	-	-	-	*	-	*	-	*	-
	2025	24%	18%	29%	-	*	*	-	-	-	-	*	*	40%	*	*	-
Grade 5 Reading																	
At Approaches Grade Level or Above	2026	80%	74%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	77%	70%	78%	-	60%	*	-	-	-	*	60%	-	71%	*	80%	-
At Meets Grade Level or Above	2026	60%	50%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	58%	47%	56%	-	40%	*	-	-	-	*	40%	-	57%	*	40%	-
At Masters Grade Level	2026	35%	24%	83%	-	*	*	-	-	-	-	*	*	80%	*	80%	-
	2025	30%	20%	33%	-	40%	*	-	-	-	*	20%	-	43%	*	20%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2026	76%	69%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	74%	66%	67%	-	60%	*	-	-	-	*	40%	-	71%	*	60%	-
At Meets Grade Level or Above	2026	49%	39%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	47%	38%	56%	-	60%	*	-	-	-	*	20%	-	71%	*	40%	-
At Masters Grade Level	2026	21%	14%	67%	-	*	*	-	-	-	-	*	*	80%	*	60%	-
	2025	22%	15%	33%	-	40%	*	-	-	-	*	0%	-	43%	*	20%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2026	66%	60%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	65%	57%	78%	-	80%	*	-	-	-	*	60%	-	86%	*	80%	-
At Meets Grade Level or Above	2026	38%	30%	100%	-	*	*	-	-	-	-	*	*	100%	*	100%	-
	2025	31%	23%	56%	-	60%	*	-	-	-	*	20%	-	71%	*	40%	-

	School Year	State	Region 18	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 (Current & Monitored)
At Masters Grade Level	2026	18%	13%	33%	-	*	*	-	-	-	-	*	*	40%	*	20%	-
	2025	12%	8%	22%	-	20%	*	-	-	-	*	0%	-	29%	*	0%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2026	74%	68%	50%	-	40%	*	-	-	-	*	*	-	67%	*	40%	-
	2025	77%	73%	83%	-	*	88%	*	-	-	-	*	*	80%	*	67%	*
At Meets Grade Level or Above	2026	56%	47%	38%	-	20%	*	-	-	-	*	*	-	50%	*	20%	-
	2025	56%	47%	33%	-	*	25%	-	-	-	-	*	*	40%	*	0%	*
At Masters Grade Level	2026	30%	22%	25%	-	20%	*	-	-	-	*	*	-	33%	*	20%	-
	2025	29%	19%	17%	-	*	13%	*	-	-	-	*	*	20%	*	0%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2026	74%	70%	63%	-	60%	*	-	-	-	*	*	-	83%	*	60%	-
	2025	74%	69%	75%	-	*	75%	-	-	-	-	*	*	70%	*	83%	*
At Meets Grade Level or Above	2026	40%	35%	50%	-	40%	*	-	-	-	*	*	-	67%	*	40%	-
	2025	40%	33%	50%	-	*	50%	-	-	-	-	*	*	60%	*	33%	*
At Masters Grade Level	2026	16%	12%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	-
	2025	16%	11%	25%	-	*	25%	-	-	-	-	*	*	30%	*	17%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2026	78%	72%	75%	-	*	75%	-	-	-	-	*	-	80%	*	67%	*
	2025	76%	69%	80%	-	71%	*	*	-	-	-	*	-	80%	-	71%	*
At Meets Grade Level or Above	2026	56%	46%	33%	-	*	38%	-	-	-	-	*	-	40%	*	17%	*
	2025	54%	43%	50%	-	43%	*	-	-	-	-	*	-	50%	-	57%	*
At Masters Grade Level	2026	32%	22%	17%	-	*	13%	-	-	-	-	*	-	20%	*	0%	*
	2025	27%	18%	20%	-	29%	*	-	-	-	-	*	-	20%	-	29%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2026	51%	42%	50%	-	*	50%	-	-	-	-	*	-	50%	*	50%	*
	2025	55%	41%	90%	-	86%	*	-	-	-	-	*	-	90%	-	86%	*

	School Year	State	Region 18	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 (Current & Monitored)
At Meets Grade Level or Above	2026	32%	22%	33%	-	*	38%	-	-	-	-	*	-	40%	*	33%	*
	2025	33%	19%	40%	-	43%	*	-	-	-	-	*	-	40%	-	43%	*
	2026	10%	3%	17%	-	*	13%	-	-	-	-	*	-	20%	*	0%	*
	2025	11%	4%	30%	-	43%	*	-	-	-	-	*	-	30%	-	43%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2026	84%	78%	82%	-	71%	*	-	-	-	-	*	-	89%	*	71%	-
	2025	82%	75%	100%	-	*	*	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2026	61%	49%	45%	-	43%	*	-	-	-	-	*	-	56%	*	57%	-
	2025	58%	47%	88%	-	*	*	-	-	-	*	-	-	80%	*	*	-
At Masters Grade Level	2026	33%	22%	27%	-	29%	*	-	-	-	-	*	-	33%	*	29%	-
	2025	32%	21%	63%	-	*	*	-	-	-	*	-	-	60%	*	*	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2026	75%	69%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2025	71%	64%	100%	-	*	*	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2026	49%	42%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2025	47%	38%	75%	-	*	*	-	-	-	*	-	-	80%	*	*	-
At Masters Grade Level	2026	17%	10%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2025	18%	11%	25%	-	*	*	-	-	-	*	-	-	0%	*	*	-
Grade 8 Science																	
At Approaches Grade Level or Above	2026	77%	67%	73%	-	71%	*	-	-	-	-	*	-	89%	*	71%	-
	2025	74%	63%	100%	-	*	*	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2026	55%	44%	55%	-	57%	*	-	-	-	-	*	-	67%	*	57%	-
	2025	48%	34%	88%	-	*	*	-	-	-	*	-	-	80%	*	*	-
At Masters Grade Level	2026	30%	21%	36%	-	43%	*	-	-	-	-	*	-	44%	*	43%	-
	2025	19%	11%	25%	-	*	*	-	-	-	*	-	-	20%	*	*	-
Grade 8 Social Studies																	
At Approaches	2026	59%	42%	55%	-	57%	*	-	-	-	-	*	-	67%	*	57%	-

	School Year	State	Region 18	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 (Current & Monitored)	
End of Course English I	Grade Level or Above	2025	58%	39%	88%	-	*	*	-	-	*	-	-	80%	*	*	-	
	At Meets Grade Level or Above	2026	33%	18%	36%	-	43%	*	-	-	-	*	*	44%	*	43%	-	
		2025	32%	17%	50%	-	-	*	*	-	-	*	-	-	40%	*	*	-
	At Masters	2026	17%	8%	27%	-	29%	*	-	-	-	*	*	-	33%	*	29%	-
	Grade Level	2025	17%	7%	13%	-	-	*	*	-	-	*	-	-	0%	*	*	-
End of Course English I																		
End of Course English II	At Approaches Grade Level or Above	2026	73%	63%	91%	-	86%	*	-	-	*	*	-	100%	*	*	-	
	Grade Level or Above	2025	69%	58%	67%	*	70%	*	-	-	-	0%	-	75%	*	50%	-	
		2026	53%	39%	82%	-	71%	*	-	-	-	*	*	-	86%	*	*	-
	Grade Level or Above	2025	49%	36%	60%	*	70%	*	-	-	-	0%	-	67%	*	50%	-	
	At Masters	2026	12%	6%	18%	-	14%	*	-	-	-	*	*	-	14%	*	*	-
Grade Level	2025	15%	8%	27%	*	40%	*	-	-	-	-	0%	-	33%	*	0%	-	
End of Course English II																		
End of Course Algebra I	At Approaches Grade Level or Above	2026	73%	62%	92%	-	90%	*	-	-	-	*	-	100%	*	80%	-	
	Grade Level or Above	2025	72%	61%	82%	-	67%	100%	-	-	-	*	-	90%	*	*	-	
		2026	58%	43%	75%	-	70%	*	-	-	-	-	*	-	82%	*	60%	-
	Grade Level or Above	2025	55%	41%	82%	-	67%	100%	-	-	-	*	-	90%	*	*	-	
	At Masters	2026	9%	4%	8%	-	10%	*	-	-	-	*	*	-	9%	*	0%	-
Grade Level	2025	8%	4%	9%	-	17%	0%	-	-	-	-	*	-	10%	*	*	-	
End of Course Algebra I																		
End of Course Biology	At Approaches Grade Level or Above	2026	83%	72%	90%	-	85%	100%	-	*	*	*	-	94%	80%	80%	-	
	Grade Level or Above	2025	78%	64%	73%	-	80%	60%	-	-	-	*	-	71%	*	67%	-	
		2026	51%	31%	43%	-	31%	60%	-	-	-	*	*	-	44%	40%	30%	-
	Grade Level or Above	2025	45%	27%	20%	-	30%	0%	-	-	-	*	*	-	21%	*	17%	-
	At Masters	2026	28%	13%	14%	-	23%	0%	-	-	-	*	*	-	13%	20%	20%	-
Grade Level	2025	27%	14%	13%	-	20%	0%	-	-	-	-	*	-	14%	*	0%	-	

	School Year	State	Region 18	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 (Current & Monitored)
At Approaches Grade Level or Above	2026	93%	91%	100%	-	100%	*	-	-	-	-	*	-	100%	-	*	-
	2025	92%	89%	100%	-	100%	100%	-	-	-	-	*	-	100%	-	*	-
	2026	69%	59%	91%	-	89%	*	-	-	-	-	*	-	91%	-	*	-
	2025	61%	50%	80%	-	80%	80%	-	-	-	-	*	-	80%	-	*	-
	2026	34%	23%	64%	-	67%	*	-	-	-	-	*	-	64%	-	*	-
At Masters Grade Level	2025	21%	12%	20%	-	20%	20%	-	-	-	-	*	-	20%	-	*	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2026	93%	89%	92%	-	88%	*	-	-	-	*	*	-	100%	83%	80%	-
	2025	95%	92%	93%	*	90%	*	-	-	-	-	*	-	100%	*	100%	-
At Meets Grade Level or Above	2026	69%	52%	67%	-	50%	*	-	-	-	*	*	-	83%	50%	40%	-
	2025	68%	51%	67%	*	70%	*	-	-	-	-	*	-	82%	*	57%	-
At Masters Grade Level	2026	37%	19%	42%	-	38%	*	-	-	-	*	*	-	33%	50%	0%	-
	2025	37%	20%	53%	*	60%	*	-	-	-	-	*	-	64%	*	57%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2026	76%	68%	81%	-	79%	84%	*	-	-	82%	58%	*	88%	54%	75%	*
	2025	75%	67%	85%	*	82%	90%	-	-	-	87%	60%	*	86%	80%	78%	*
At Meets Grade Level or Above	2026	52%	41%	59%	-	55%	66%	*	-	-	73%	33%	*	66%	32%	52%	*
	2025	50%	38%	60%	*	59%	62%	-	-	-	60%	29%	*	63%	43%	43%	*
At Masters Grade Level	2026	24%	15%	29%	-	28%	35%	-	-	-	9%	25%	*	33%	16%	22%	*
	2025	21%	13%	27%	*	35%	18%	-	-	-	13%	15%	*	28%	20%	17%	*
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2026	77%	69%	84%	-	80%	92%	*	-	-	*	50%	*	90%	54%	74%	*
	2025	76%	68%	83%	*	77%	93%	-	-	-	*	54%	*	84%	77%	71%	*
At Meets Grade Level or Above	2026	56%	45%	61%	-	53%	72%	-	-	-	*	25%	*	66%	38%	51%	*
	2025	54%	43%	62%	*	60%	66%	-	-	-	*	38%	*	66%	46%	45%	*
At Masters Grade Level	2026	24%	15%	26%	-	22%	36%	-	-	-	*	19%	*	28%	15%	21%	*

	School Year	State	Region 18	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 (Current & Monitored)
	2025	23%	14%	27%	*	37%	14%	-	-	-	*	21%	*	30%	15%	13%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2026	73%	66%	77%	-	76%	79%	-	-	-	*	60%	*	83%	54%	72%	*
	2025	72%	63%	82%	-	84%	80%	-	-	-	*	55%	*	82%	80%	78%	*
At Meets Grade Level or Above	2026	47%	36%	52%	-	46%	63%	-	-	-	*	33%	*	60%	23%	47%	*
	2025	45%	34%	50%	-	51%	48%	-	-	-	*	30%	*	54%	30%	38%	*
At Masters Grade Level	2026	20%	13%	25%	-	22%	33%	-	-	-	*	27%	*	29%	8%	22%	*
	2025	20%	13%	24%	-	32%	16%	-	-	-	*	15%	*	25%	20%	19%	*
All Grades Science																	
At Approaches Grade Level or Above	2026	79%	73%	89%	-	90%	88%	-	-	-	-	80%	*	96%	*	88%	-
	2025	78%	70%	93%	-	93%	100%	-	-	-	*	71%	-	95%	80%	90%	-
At Meets Grade Level or Above	2026	54%	45%	79%	-	80%	75%	-	-	-	-	60%	*	84%	*	75%	-
	2025	47%	36%	74%	-	71%	78%	-	-	-	*	14%	-	77%	60%	50%	-
At Masters Grade Level	2026	28%	19%	46%	-	50%	38%	-	-	-	-	40%	*	52%	*	31%	-
	2025	17%	10%	22%	-	21%	22%	-	-	-	*	0%	-	23%	20%	0%	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2026	77%	68%	74%	-	73%	60%	-	-	-	*	*	-	80%	63%	67%	-
	2025	77%	67%	91%	*	86%	100%	-	-	-	*	*	-	94%	86%	89%	-
At Meets Grade Level or Above	2026	52%	36%	52%	-	47%	40%	-	-	-	*	*	-	60%	38%	42%	*
	2025	50%	35%	61%	*	64%	80%	-	-	-	*	*	-	69%	43%	44%	-
At Masters Grade Level	2026	27%	14%	35%	-	33%	40%	-	-	-	*	*	-	33%	38%	17%	-
	2025	27%	14%	39%	*	50%	40%	-	-	-	*	*	-	44%	29%	44%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2026	39%	31%	40%	-	17%	*	-	-	-	-	*	-	44%	*	20%	*
	2025	39%	30%	80%	-	*	*	-	-	-	-	*	-	80%	-	*	-
Reading and Mathematics	2026	39%	31%	40%	-	17%	*	-	-	-	-	*	-	44%	*	20%	*

	School Year	State	Region 18	District	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)↕	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB (Current & Monitored)
Including EOC	2025	39%	30%	80%	-	*	*	-	-	-	*	-	80%	-	*	-
	2026	52%	43%	50%	-	17%	*	-	-	-	*	-	44%	*	20%	*
	2025	52%	43%	100%	-	*	*	-	-	-	*	-	100%	-	*	-
	2026	46%	39%	60%	-	50%	*	-	-	-	*	-	67%	*	40%	*
	2025	46%	38%	80%	-	*	*	-	-	-	*	-	80%	-	*	-
4th Graders																
Reading and Mathematics	2026	42%	34%	*	-	*	*	-	-	-	*	-	*	-	*	-
	2025	40%	31%	57%	-	*	*	-	-	-	*	*	60%	*	*	-
Reading and Mathematics	2026	42%	34%	*	-	*	*	-	-	-	*	-	*	-	*	-
	2025	40%	31%	57%	-	*	*	-	-	-	*	*	60%	*	*	-
Reading Including EOC	2026	54%	45%	*	-	*	*	-	-	-	*	-	*	-	*	-
	2025	54%	44%	57%	-	*	*	-	-	-	*	*	60%	*	*	-
Math Including EOC	2026	51%	44%	*	-	*	*	-	-	-	*	-	*	-	*	-
	2025	47%	40%	71%	-	*	*	-	-	-	*	*	80%	*	*	-
5th Graders																
Reading and Mathematics	2026	43%	33%	100%	-	*	*	-	-	-	*	*	100%	*	100%	-
	2025	42%	32%	44%	-	40%	*	-	-	*	20%	-	57%	*	20%	-
Reading and Mathematics	2026	43%	33%	100%	-	*	*	-	-	-	*	*	100%	*	100%	-
	2025	42%	32%	44%	-	40%	*	-	-	*	20%	-	57%	*	20%	-
Reading Including EOC	2026	60%	50%	100%	-	*	*	-	-	-	*	*	100%	*	100%	-
	2025	58%	47%	56%	-	40%	*	-	-	*	40%	-	57%	*	40%	-
Math Including EOC	2026	49%	39%	100%	-	*	*	-	-	-	*	*	100%	*	100%	-
	2025	48%	38%	56%	-	60%	*	-	-	*	20%	-	71%	*	40%	-
6th Graders																
Reading and Mathematics	2026	37%	30%	38%	-	20%	*	-	-	*	*	-	50%	*	20%	-
	2025	37%	27%	33%	-	*	25%	-	-	-	*	*	40%	*	0%	*
Reading and Mathematics	2026	37%	30%	38%	-	20%	*	-	-	*	*	-	50%	*	20%	-

	School Year	State	Region 18	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 (Current & Monitored)
Including EOC	2025	37%	27%	33%	-	*	25%	-	-	-	-	*	*	40%	*	0%	*
Reading Including EOC	2026	56%	47%	38%	-	20%	*	-	-	-	*	*	-	50%	*	20%	-
	2025	56%	47%	33%	-	*	25%	-	-	-	-	*	*	40%	*	0%	*
Math Including EOC	2026	41%	36%	50%	-	40%	*	-	-	-	*	*	-	67%	*	40%	-
	2025	41%	33%	50%	-	*	50%	-	-	-	-	*	*	60%	*	33%	*
7th Graders																	
Reading and Mathematics	2026	38%	27%	25%	-	*	25%	-	-	-	-	*	-	30%	*	17%	*
	2025	36%	25%	36%	-	50%	*	-	-	-	-	*	-	30%	*	43%	*
Reading and Mathematics Including EOC	2026	39%	27%	25%	*	*	25%	-	-	-	-	*	-	30%	*	17%	*
	2025	38%	25%	36%	-	50%	*	-	-	-	-	*	-	30%	*	43%	*
Reading Including EOC	2026	57%	46%	33%	-	*	38%	-	-	-	-	*	-	40%	*	17%	*
	2025	54%	43%	55%	-	50%	*	-	-	-	-	*	-	50%	*	57%	*
Math Including EOC	2026	44%	32%	33%	-	*	38%	-	-	-	-	*	-	40%	*	33%	*
	2025	43%	29%	45%	-	50%	*	-	-	-	-	*	-	40%	*	43%	*
8th Graders																	
Reading and Mathematics	2026	31%	25%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2025	30%	21%	71%	-	*	*	-	-	-	*	-	-	80%	*	*	-
Reading and Mathematics Including EOC	2026	47%	35%	45%	-	43%	*	-	-	-	-	*	-	56%	*	57%	-
	2025	44%	31%	71%	-	*	*	-	-	-	*	-	-	80%	*	*	-
Reading Including EOC	2026	61%	49%	45%	-	43%	*	-	-	-	-	*	-	56%	*	57%	-
	2025	59%	47%	86%	-	*	*	-	-	-	*	-	-	80%	*	*	-
Math Including EOC	2026	54%	44%	45%	-	43%	*	-	-	-	-	*	-	56%	*	57%	-
	2025	51%	38%	71%	-	*	*	-	-	-	*	-	-	80%	*	*	-
3rd - 8th Graders																	
Reading and Mathematics	2026	39%	30%	48%	-	42%	58%	-	-	-	*	36%	*	56%	13%	42%	*
	2025	38%	28%	49%	-	52%	45%	-	-	-	*	38%	*	52%	33%	27%	*
Reading and Mathematics	2026	41%	32%	49%	-	43%	59%	-	-	-	*	36%	*	56%	13%	47%	*

	School Year	State	Region 18	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 (Current & Monitored)
Including EOC	2025	40%	29%	49%	-	52%	45%	-	-	-	*	38%	*	52%	33%	27%	*
Reading Including EOC	2026	57%	47%	53%	-	43%	68%	-	-	-	*	36%	*	58%	25%	47%	*
	2025	55%	45%	59%	-	56%	60%	-	-	-	*	50%	*	60%	56%	42%	*
Math Including EOC	2026	47%	39%	57%	-	54%	64%	-	-	-	*	45%	*	65%	13%	57%	*
	2025	46%	36%	59%	-	59%	60%	-	-	-	*	38%	*	64%	33%	42%	*

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

- Indicates there are no students in the group.

† As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.