Taylor Independent School District

ANNUAL PERFORMANCE REPORT

(TAPR Texas Academic Performance Report)

For

2023 - 2024

Presented to the Board of Trustees

Marco R. Ortiz - President
Shorty Mitchell - Vice President
Jim Buzan - Secretary
Cheryl Carter - Assistant Secretary
Anita Volek - Member
Marilyn Tennill - Member
Joe Meller - Member

Superintendent of Schools
Dr. Jennifer Garcia-Edwardsen

Acknowledged by the Taylor I.S.D. Board of Trustees at the March 24, 2025 meeting.

Marco R. Ortiz, *President of Board of Trustees*

Dr. Jennifer Garcia-Edwardsen , *Superintendent of Schools*

Taylor Independent School District

DISTRICT REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

District Number: 246911

2024 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 13	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%	74%	**61%**	56%	55%	76%	*	-	*	71%	40%	80%	58%	70%	53%	52%
	2023	76%	78%	**59%**	53%	52%	75%	-	*	-	78%	49%	40%	59%	61%	53%	47%
At Meets Grade Level or Above	2024	48%	50%	**38%**	38%	29%	57%	*	-	*	71%	26%	60%	37%	43%	27%	29%
	2023	50%	53%	**32%**	33%	23%	48%	-	*	-	67%	28%	20%	32%	31%	24%	21%
At Masters Grade Level	2024	21%	23%	**16%**	13%	12%	27%	*	-	*	14%	6%	40%	16%	15%	10%	19%
	2023	20%	23%	**8%**	0%	8%	10%	-	*	-	11%	3%	0%	8%	8%	4%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	69%	**55%**	31%	51%	69%	*	-	*	86%	34%	60%	51%	66%	48%	61%
	2023	73%	74%	**57%**	60%	50%	75%	-	*	-	56%	55%	80%	56%	59%	50%	63%
At Meets Grade Level or Above	2024	42%	44%	**28%**	19%	20%	49%	*	-	*	43%	20%	60%	28%	28%	18%	26%
	2023	45%	47%	**29%**	20%	22%	44%	-	*	-	44%	32%	20%	29%	29%	24%	37%
At Masters Grade Level	2024	15%	18%	**9%**	0%	5%	24%	*	-	*	0%	0%	20%	9%	9%	4%	6%
	2023	19%	22%	**10%**	7%	5%	19%	-	*	-	22%	11%	0%	9%	12%	6%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**74%**	71%	69%	88%	-	*	-	77%	55%	80%	73%	76%	66%	79%
	2023	77%	79%	**64%**	67%	57%	80%	-	*	-	*	35%	89%	63%	68%	54%	63%
At Meets Grade Level or Above	2024	51%	55%	**39%**	29%	33%	56%	-	*	-	54%	30%	40%	36%	47%	33%	35%
	2023	48%	54%	**34%**	33%	24%	58%	-	*	-	*	11%	44%	28%	47%	21%	31%
At Masters Grade Level	2024	23%	27%	**12%**	6%	10%	17%	-	*	-	15%	7%	0%	10%	16%	8%	12%
	2023	22%	27%	**16%**	13%	10%	30%	-	*	-	*	2%	22%	13%	21%	8%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	67%	**55%**	41%	49%	69%	-	*	-	77%	47%	80%	54%	58%	46%	65%
	2023	71%	71%	**50%**	40%	44%	66%	-	*	-	*	26%	67%	51%	47%	41%	50%
At Meets Grade Level or Above	2024	46%	45%	**30%**	12%	25%	42%	-	*	-	46%	26%	40%	28%	34%	23%	35%
	2023	48%	49%	**26%**	13%	19%	46%	-	*	-	*	11%	44%	23%	32%	16%	19%
At Masters Grade Level	2024	21%	21%	**10%**	6%	6%	17%	-	*	-	23%	7%	0%	8%	15%	6%	12%
	2023	22%	23%	**9%**	7%	3%	26%	-	*	-	*	0%	33%	8%	12%	3%	8%
Grade 5 Reading																	

	School Year	State	Region 13	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%	81%	**59%**	67%	51%	78%	-	-	-	*	32%	100%	57%	65%	49%	54%
	2023	81%	82%	**61%**	54%	57%	74%	-	*	-	78%	26%	67%	61%	63%	59%	52%
At Meets Grade Level or Above	2024	55%	60%	**39%**	40%	29%	66%	-	-	-	*	14%	80%	36%	46%	28%	32%
	2023	57%	60%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
At Masters Grade Level	2024	29%	35%	**19%**	7%	12%	39%	-	-	-	*	9%	80%	19%	19%	10%	16%
	2023	28%	33%	**9%**	8%	7%	13%	-	*	-	11%	0%	0%	7%	13%	6%	5%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	**54%**	47%	47%	73%	-	-	-	*	30%	*	52%	57%	43%	42%
	2023	80%	80%	**57%**	38%	55%	65%	-	*	-	56%	31%	50%	55%	61%	54%	68%
At Meets Grade Level or Above	2024	50%	52%	**30%**	20%	23%	51%	-	-	-	*	16%	*	28%	35%	21%	28%
	2023	51%	53%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%
At Masters Grade Level	2024	19%	22%	**11%**	7%	6%	22%	-	-	-	*	0%	*	10%	13%	5%	12%
	2023	21%	25%	**7%**	8%	5%	11%	-	*	-	0%	0%	0%	4%	13%	6%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	**41%**	50%	31%	68%	-	-	-	*	23%	100%	35%	57%	31%	22%
	2023	65%	67%	**47%**	31%	42%	61%	-	*	-	56%	26%	50%	43%	56%	40%	41%
At Meets Grade Level or Above	2024	28%	30%	**21%**	14%	12%	48%	-	-	-	*	11%	60%	20%	24%	12%	10%
	2023	36%	38%	**25%**	31%	16%	48%	-	*	-	22%	10%	17%	17%	41%	18%	17%
At Masters Grade Level	2024	11%	13%	**7%**	7%	3%	23%	-	-	-	*	2%	40%	7%	9%	2%	4%
	2023	16%	18%	**8%**	15%	5%	17%	-	*	-	0%	5%	0%	4%	17%	6%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	78%	**64%**	42%	61%	77%	-	*	*	86%	41%	*	65%	62%	60%	52%
	2023	77%	78%	**64%**	47%	57%	84%	-	*	*	60%	40%	57%	62%	68%	58%	55%
At Meets Grade Level or Above	2024	57%	60%	**36%**	17%	29%	54%	-	*	*	71%	27%	*	35%	38%	29%	25%
	2023	52%	56%	**33%**	20%	24%	52%	-	*	*	60%	14%	29%	31%	37%	28%	24%
At Masters Grade Level	2024	26%	29%	**8%**	0%	5%	18%	-	*	*	14%	2%	*	6%	11%	5%	3%
	2023	22%	27%	**9%**	0%	4%	23%	-	*	*	0%	3%	0%	9%	10%	5%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	**47%**	38%	44%	59%	-	*	*	43%	31%	*	46%	49%	45%	48%
	2023	75%	76%	**59%**	53%	53%	71%	-	*	*	80%	32%	43%	57%	63%	54%	59%

	School Year	State	Region 13	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%	42%	**17%**	8%	12%	31%	-	*	*	29%	21%	*	16%	21%	15%	19%
	2023	40%	42%	**17%**	7%	10%	34%	-	*	*	40%	12%	0%	16%	20%	9%	6%
At Masters Grade Level	2024	14%	17%	**5%**	0%	3%	10%	-	*	*	14%	8%	*	5%	4%	3%	3%
	2023	16%	17%	**4%**	0%	2%	7%	-	*	*	20%	6%	0%	3%	5%	2%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	76%	**56%**	53%	45%	82%	-	*	*	60%	27%	50%	52%	66%	50%	48%
	2023	78%	79%	**64%**	39%	60%	79%	*	*	-	90%	32%	100%	65%	60%	58%	49%
At Meets Grade Level or Above	2024	54%	58%	**35%**	33%	24%	63%	-	*	*	40%	18%	17%	34%	39%	30%	26%
	2023	55%	58%	**35%**	17%	28%	60%	*	*	-	50%	11%	60%	36%	32%	28%	30%
At Masters Grade Level	2024	29%	34%	**13%**	7%	7%	27%	-	*	*	20%	6%	0%	12%	16%	8%	4%
	2023	27%	33%	**10%**	0%	5%	21%	*	*	-	20%	3%	20%	8%	13%	3%	2%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	51%	**28%**	15%	22%	59%	-	*	*	*	17%	33%	28%	28%	24%	22%
	2023	63%	58%	**55%**	50%	51%	73%	*	*	-	50%	30%	80%	57%	52%	49%	51%
At Meets Grade Level or Above	2024	34%	30%	**11%**	0%	9%	21%	-	*	*	*	10%	17%	9%	15%	9%	8%
	2023	37%	32%	**22%**	11%	15%	46%	*	*	-	30%	8%	40%	21%	24%	15%	19%
At Masters Grade Level	2024	11%	8%	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
	2023	11%	7%	**2%**	0%	1%	7%	*	*	-	0%	0%	20%	3%	1%	1%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	**72%**	75%	67%	84%	*	*	-	88%	50%	*	71%	76%	66%	45%
	2023	83%	84%	**75%**	70%	70%	89%	*	*	*	80%	34%	*	74%	78%	67%	60%
At Meets Grade Level or Above	2024	56%	60%	**36%**	13%	31%	55%	*	*	-	50%	17%	*	34%	39%	28%	21%
	2023	58%	61%	**39%**	22%	33%	66%	*	*	*	20%	10%	*	39%	41%	30%	17%
At Masters Grade Level	2024	29%	34%	**14%**	0%	10%	32%	*	*	-	0%	3%	*	13%	15%	10%	5%
	2023	28%	33%	**19%**	4%	13%	40%	*	*	*	0%	10%	*	19%	18%	12%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**68%**	44%	65%	84%	-	*	-	80%	53%	*	69%	68%	64%	62%
	2023	76%	78%	**59%**	50%	51%	91%	*	-	*	*	31%	*	57%	65%	56%	53%
At Meets Grade Level or Above	2024	43%	49%	**34%**	6%	27%	66%	-	*	-	20%	21%	*	33%	35%	29%	18%
	2023	46%	53%	**28%**	11%	26%	47%	*	-	*	*	14%	*	29%	28%	24%	25%

	School Year	State	Region 13	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%	24%	**5%**	0%	2%	14%	-	*	-	10%	0%	*	4%	8%	3%	4%
	2023	17%	25%	**4%**	0%	4%	9%	*	-	*	*	7%	*	5%	3%	3%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	73%	**61%**	44%	59%	74%	*	*	-	56%	42%	*	57%	71%	54%	38%
	2023	74%	77%	**65%**	52%	58%	85%	*	*	*	80%	28%	*	61%	76%	55%	57%
At Meets Grade Level or Above	2024	44%	50%	**31%**	6%	26%	61%	*	*	-	22%	14%	*	30%	36%	24%	21%
	2023	47%	54%	**35%**	22%	27%	62%	*	*	*	40%	21%	*	35%	36%	25%	31%
At Masters Grade Level	2024	17%	23%	**5%**	0%	4%	13%	*	*	-	0%	0%	*	7%	2%	3%	3%
	2023	17%	23%	**6%**	4%	2%	17%	*	*	*	0%	3%	*	7%	4%	2%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	64%	**36%**	19%	32%	55%	*	*	-	33%	22%	*	34%	42%	32%	26%
	2023	62%	66%	**42%**	30%	36%	60%	*	*	*	40%	24%	*	41%	45%	30%	20%
At Meets Grade Level or Above	2024	33%	38%	**9%**	0%	6%	21%	*	*	-	0%	3%	*	8%	11%	6%	3%
	2023	33%	39%	**22%**	17%	15%	43%	*	*	*	0%	17%	*	23%	20%	15%	11%
At Masters Grade Level	2024	17%	22%	**1%**	0%	1%	3%	*	*	-	0%	0%	*	1%	2%	1%	0%
	2023	16%	21%	**8%**	0%	6%	17%	*	*	*	0%	10%	*	11%	2%	7%	6%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	71%	**60%**	52%	55%	75%	*	*	*	71%	35%	*	57%	68%	52%	46%
	2023	72%	73%	**57%**	39%	53%	72%	-	*	-	100%	28%	*	51%	70%	50%	55%
At Meets Grade Level or Above	2024	52%	55%	**36%**	13%	30%	60%	*	*	*	57%	18%	*	32%	45%	26%	22%
	2023	52%	56%	**35%**	21%	29%	60%	-	*	-	17%	16%	*	30%	46%	26%	21%
At Masters Grade Level	2024	16%	20%	**11%**	3%	4%	31%	*	*	*	14%	5%	*	7%	19%	4%	4%
	2023	13%	18%	**8%**	6%	5%	20%	-	*	-	0%	8%	*	6%	11%	5%	5%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	**67%**	50%	63%	81%	-	*	-	100%	45%	*	63%	74%	64%	57%
	2023	74%	75%	**59%**	62%	53%	70%	-	*	*	83%	31%	67%	56%	65%	55%	45%
At Meets Grade Level or Above	2024	58%	61%	**46%**	36%	38%	71%	-	*	-	40%	23%	*	39%	59%	40%	26%
	2023	54%	58%	**37%**	35%	30%	55%	-	*	*	67%	18%	33%	35%	41%	29%	21%

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At Masters Grade Level	2024	9%	12%	**6%**	0%	4%	13%	-	*	-	0%	7%	*	5%	8%	5%	1%
	2023	9%	12%	**5%**	5%	4%	7%	-	*	*	33%	7%	0%	4%	9%	4%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	79%	**80%**	70%	79%	86%	*	*	*	83%	64%	100%	80%	82%	76%	76%
	2023	79%	76%	**65%**	67%	63%	68%	-	*	-	83%	43%	*	65%	65%	61%	65%
At Meets Grade Level or Above	2024	43%	42%	**35%**	20%	31%	49%	*	*	*	33%	17%	50%	34%	39%	27%	22%
	2023	43%	43%	**21%**	17%	19%	28%	-	*	-	33%	13%	*	20%	22%	16%	18%
At Masters Grade Level	2024	24%	25%	**16%**	0%	14%	25%	*	*	*	0%	5%	17%	16%	17%	10%	12%
	2023	23%	25%	**8%**	13%	5%	18%	-	*	-	0%	7%	*	8%	9%	4%	4%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	**89%**	86%	86%	97%	*	*	*	71%	79%	*	87%	93%	86%	91%
	2023	88%	88%	**79%**	79%	77%	87%	-	*	-	*	54%	*	76%	85%	74%	74%
At Meets Grade Level or Above	2024	56%	60%	**44%**	36%	35%	67%	*	*	*	43%	21%	*	40%	52%	32%	30%
	2023	56%	60%	**38%**	14%	33%	65%	-	*	-	*	18%	*	35%	43%	28%	29%
At Masters Grade Level	2024	19%	25%	**15%**	9%	8%	32%	*	*	*	0%	5%	*	12%	20%	7%	8%
	2023	21%	27%	**10%**	3%	6%	26%	-	*	-	*	10%	*	7%	16%	6%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**94%**	100%	93%	96%	-	*	*	100%	85%	-	92%	100%	94%	87%
	2023	94%	94%	**88%**	79%	86%	96%	-	*	-	100%	71%	*	89%	87%	86%	80%
At Meets Grade Level or Above	2024	69%	73%	**59%**	53%	51%	73%	-	*	*	83%	21%	-	58%	59%	51%	34%
	2023	70%	74%	**55%**	38%	47%	76%	-	*	-	100%	39%	*	54%	57%	49%	33%
At Masters Grade Level	2024	37%	44%	**29%**	26%	21%	44%	-	*	*	50%	9%	-	26%	34%	19%	13%
	2023	38%	44%	**22%**	4%	16%	40%	-	*	-	60%	10%	*	23%	20%	17%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	89%	**80%**	*	71%	89%	-	*	-	*	*	-	79%	86%	84%	50%
	2023	90%	90%	**84%**	*	79%	90%	-	*	*	*	-	-	84%	*	74%	*
At Meets Grade Level or Above	2024	59%	68%	**45%**	*	36%	54%	-	*	-	*	*	-	48%	14%	35%	17%
	2023	61%	68%	**47%**	*	34%	60%	-	*	*	*	-	-	47%	*	35%	*

	School Year	State	Region 13	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	12%	19%	**1%**	*	0%	4%	-	*	-	*	*	-	1%	0%	0%	0%
	2023	12%	19%	**1%**	*	0%	3%	-	*	*	*	-	-	1%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	**64%**	55%	59%	79%	64%	87%	60%	73%	44%	80%	61%	70%	57%	55%
	2023	76%	77%	**62%**	55%	58%	76%	83%	93%	75%	71%	36%	63%	61%	66%	56%	56%
At Meets Grade Level or Above	2024	48%	52%	**34%**	22%	27%	55%	45%	71%	50%	46%	19%	55%	32%	40%	26%	24%
	2023	49%	53%	**32%**	21%	25%	52%	33%	70%	75%	43%	16%	29%	30%	36%	24%	23%
At Masters Grade Level	2024	20%	24%	**11%**	5%	7%	22%	9%	34%	30%	13%	4%	21%	10%	14%	6%	7%
	2023	20%	24%	**9%**	5%	6%	19%	17%	40%	25%	11%	5%	10%	8%	11%	5%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	77%	**64%**	58%	59%	80%	*	88%	*	80%	41%	81%	62%	70%	58%	54%
	2023	77%	78%	**62%**	54%	57%	77%	*	93%	*	83%	34%	67%	60%	67%	56%	53%
At Meets Grade Level or Above	2024	54%	57%	**39%**	26%	31%	61%	*	71%	*	59%	21%	53%	35%	46%	30%	27%
	2023	53%	57%	**34%**	25%	27%	56%	*	64%	*	50%	16%	35%	32%	40%	26%	23%
At Masters Grade Level	2024	22%	26%	**12%**	4%	7%	25%	*	35%	*	14%	6%	28%	10%	15%	7%	7%
	2023	20%	25%	**10%**	5%	6%	19%	*	36%	*	13%	5%	7%	9%	12%	5%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	**59%**	44%	55%	74%	*	79%	*	73%	42%	69%	58%	62%	53%	55%
	2023	75%	75%	**59%**	53%	54%	73%	*	91%	*	61%	36%	62%	59%	59%	53%	59%
At Meets Grade Level or Above	2024	43%	45%	**29%**	13%	23%	46%	*	71%	*	39%	19%	45%	28%	31%	21%	22%
	2023	45%	47%	**25%**	14%	19%	41%	*	64%	*	37%	14%	21%	24%	26%	18%	21%
At Masters Grade Level	2024	17%	20%	**8%**	2%	6%	17%	*	29%	*	14%	3%	10%	8%	10%	5%	7%
	2023	19%	22%	**6%**	6%	4%	13%	*	27%	*	9%	4%	10%	6%	8%	4%	6%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	**68%**	63%	62%	83%	*	*	*	65%	51%	100%	63%	78%	61%	55%
	2023	77%	78%	**67%**	60%	63%	79%	*	*	*	67%	38%	58%	63%	76%	60%	59%
At Meets Grade Level or Above	2024	43%	48%	**34%**	21%	26%	60%	*	*	*	35%	16%	73%	31%	40%	24%	21%
	2023	47%	51%	**34%**	20%	27%	59%	*	*	*	33%	16%	25%	31%	41%	25%	25%

	School Year	State	Region 13	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%	21%	**10%**	6%	5%	25%	*	*	*	0%	3%	36%	9%	12%	4%	5%
	2023	18%	23%	**9%**	6%	5%	21%	*	*	*	0%	7%	8%	6%	14%	5%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	80%	**68%**	63%	64%	82%	*	*	*	60%	53%	*	64%	77%	63%	59%
	2023	78%	80%	**69%**	55%	66%	82%	*	*	*	70%	48%	57%	68%	72%	63%	54%
At Meets Grade Level or Above	2024	51%	56%	**36%**	29%	30%	55%	*	*	*	33%	11%	*	34%	40%	28%	20%
	2023	52%	57%	**41%**	28%	34%	63%	*	*	*	50%	28%	43%	41%	43%	34%	24%
At Masters Grade Level	2024	27%	33%	**16%**	14%	11%	29%	*	*	*	20%	4%	*	14%	21%	10%	7%
	2023	27%	33%	**16%**	2%	12%	31%	*	*	*	30%	10%	29%	18%	13%	13%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	**26%**	19%	17%	49%	*	-	*	43%	17%	60%	27%	23%	15%	26%
	2023	37%	40%	**20%**	20%	12%	35%	-	*	-	44%	24%	0%	19%	22%	15%	18%
Reading and Mathematics Including EOC	2024	35%	37%	**26%**	19%	17%	49%	*	-	*	43%	17%	60%	27%	23%	15%	26%
	2023	37%	40%	**20%**	20%	12%	35%	-	*	-	44%	24%	0%	19%	22%	15%	18%
Reading Including EOC	2024	48%	50%	**38%**	38%	29%	57%	*	-	*	71%	26%	60%	37%	43%	27%	29%
	2023	50%	53%	**32%**	33%	23%	48%	-	*	-	67%	28%	20%	32%	31%	24%	21%
Math Including EOC	2024	42%	44%	**28%**	19%	20%	49%	*	-	*	43%	20%	60%	28%	28%	18%	26%
	2023	45%	47%	**29%**	20%	22%	44%	-	*	-	44%	32%	20%	29%	29%	24%	37%
4th Graders																	
Reading and Mathematics	2024	38%	40%	**24%**	12%	19%	35%	-	*	-	38%	23%	20%	22%	28%	16%	21%
	2023	38%	42%	**23%**	13%	15%	46%	-	*	-	*	9%	44%	19%	31%	13%	15%
Reading and Mathematics Including EOC	2024	38%	40%	**24%**	12%	19%	35%	-	*	-	38%	23%	20%	22%	28%	16%	21%
	2023	38%	42%	**23%**	13%	15%	46%	-	*	-	*	9%	44%	19%	31%	13%	15%
Reading Including EOC	2024	51%	55%	**39%**	29%	33%	56%	-	*	-	54%	30%	40%	36%	47%	33%	35%
	2023	48%	54%	**34%**	33%	24%	58%	-	*	-	*	11%	44%	28%	47%	21%	31%
Math Including EOC	2024	46%	46%	**30%**	12%	25%	42%	-	*	-	46%	26%	40%	28%	34%	23%	35%
	2023	48%	50%	**26%**	13%	19%	46%	-	*	-	*	11%	44%	23%	32%	16%	19%
5th Graders																	
Reading and Mathematics	2024	42%	46%	**28%**	20%	21%	49%	-	-	-	*	14%	*	27%	32%	19%	26%
	2023	43%	47%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	46%	**28%**	20%	21%	49%	-	-	-	*	14%	*	27%	32%	19%	26%
	2023	43%	47%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%
Reading Including EOC	2024	55%	60%	**39%**	40%	29%	66%	-	-	-	*	14%	80%	36%	46%	28%	32%
	2023	57%	60%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
Math Including EOC	2024	51%	52%	**30%**	20%	23%	51%	-	-	-	*	16%	*	28%	35%	21%	28%
	2023	51%	53%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%
6th Graders																	
Reading and Mathematics	2024	36%	40%	**14%**	8%	9%	28%	-	*	*	29%	15%	*	12%	19%	12%	14%
	2023	35%	39%	**15%**	0%	8%	32%	-	*	*	40%	12%	0%	14%	18%	9%	6%
Reading and Mathematics Including EOC	2024	36%	40%	**14%**	8%	9%	28%	-	*	*	29%	15%	*	12%	19%	12%	14%
	2023	35%	39%	**15%**	0%	8%	32%	-	*	*	40%	12%	0%	14%	18%	9%	6%
Reading Including EOC	2024	57%	60%	**36%**	17%	29%	54%	-	*	*	71%	27%	*	35%	38%	29%	25%
	2023	52%	56%	**33%**	20%	24%	52%	-	*	*	60%	14%	29%	31%	37%	28%	24%
Math Including EOC	2024	40%	44%	**17%**	8%	12%	31%	-	*	*	29%	21%	*	16%	21%	15%	19%
	2023	40%	44%	**17%**	7%	10%	34%	-	*	*	40%	12%	0%	16%	20%	9%	6%
7th Graders																	
Reading and Mathematics	2024	35%	38%	**18%**	7%	9%	40%	-	*	*	20%	15%	0%	16%	22%	13%	10%
	2023	37%	41%	**18%**	0%	11%	41%	*	*	-	30%	3%	40%	16%	21%	11%	16%
Reading and Mathematics Including EOC	2024	36%	41%	**18%**	7%	9%	40%	-	*	*	20%	15%	0%	16%	22%	13%	10%
	2023	38%	44%	**18%**	0%	11%	41%	*	*	-	30%	3%	40%	16%	21%	11%	16%
Reading Including EOC	2024	54%	57%	**35%**	33%	24%	63%	-	*	*	40%	18%	17%	34%	39%	30%	26%
	2023	55%	58%	**35%**	17%	28%	60%	*	*	-	50%	11%	60%	36%	32%	28%	30%
Math Including EOC	2024	40%	45%	**22%**	7%	13%	46%	-	*	*	20%	15%	17%	19%	30%	15%	14%
	2023	43%	48%	**22%**	11%	15%	46%	*	*	-	30%	8%	40%	21%	24%	15%	19%
8th Graders																	
Reading and Mathematics	2024	28%	30%	**15%**	0%	15%	28%	-	-	-	0%	9%	*	15%	13%	15%	6%
	2023	31%	34%	**22%**	6%	18%	47%	*	-	*	*	10%	*	22%	23%	17%	13%
Reading and Mathematics Including EOC	2024	41%	45%	**26%**	0%	23%	45%	*	*	-	13%	11%	*	25%	28%	19%	11%
	2023	44%	48%	**30%**	17%	23%	51%	*	*	*	20%	10%	*	30%	28%	21%	14%
Reading Including EOC	2024	57%	60%	**36%**	13%	31%	55%	*	*	-	50%	17%	*	34%	39%	28%	21%
	2023	58%	61%	**39%**	22%	33%	66%	*	*	*	20%	10%	*	39%	41%	30%	17%

	School Year	State	Region 13	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%	51%	**39%**	6%	35%	66%	*	*	-	22%	19%	*	39%	36%	31%	18%
	2023	51%	54%	**35%**	26%	31%	51%	*	*	*	20%	14%	*	37%	31%	28%	26%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	39%	**21%**	11%	15%	39%	*	45%	*	35%	16%	35%	20%	23%	15%	17%
	2023	37%	41%	**19%**	9%	13%	38%	*	33%	*	36%	11%	17%	17%	23%	13%	14%
Reading and Mathematics Including EOC	2024	38%	42%	**23%**	11%	16%	41%	*	54%	*	36%	16%	40%	22%	25%	16%	17%
	2023	39%	43%	**20%**	11%	13%	39%	*	40%	*	38%	11%	19%	19%	24%	14%	14%
Reading Including EOC	2024	54%	57%	**37%**	29%	29%	59%	*	62%	*	61%	22%	50%	35%	42%	29%	28%
	2023	53%	57%	**33%**	23%	26%	55%	*	60%	*	53%	15%	36%	32%	37%	26%	24%
Math Including EOC	2024	45%	47%	**28%**	12%	22%	47%	*	69%	*	40%	20%	48%	27%	31%	21%	23%
	2023	47%	49%	**26%**	16%	19%	43%	*	70%	*	38%	15%	22%	25%	28%	19%	22%

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

	School Year	State	Region13	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%	**67%**	72%	63%	78%	-	*	-	63%	58%	90%	67%	67%	64%	79%
	2023	55%	58%	**47%**	54%	45%	49%	-	*	-	*	38%	75%	48%	44%	44%	55%
Grade 4 Mathematics	2024	60%	57%	**49%**	41%	45%	60%	-	*	-	63%	41%	70%	49%	50%	41%	53%
	2023	63%	63%	**56%**	54%	54%	60%	-	*	-	*	33%	83%	59%	50%	51%	58%
Grade 5 ELA/Reading	2024	70%	72%	**56%**	54%	51%	70%	-	-	-	*	41%	90%	56%	58%	52%	49%
	2023	65%	68%	**49%**	29%	50%	56%	-	*	-	39%	37%	50%	48%	54%	51%	53%
Grade 5 Mathematics	2024	65%	66%	**53%**	57%	50%	54%	-	-	-	*	41%	*	51%	58%	47%	45%
	2023	71%	73%	**67%**	58%	68%	70%	-	*	-	61%	58%	67%	69%	64%	67%	74%
Grade 6 ELA/Reading	2024	61%	62%	**52%**	46%	46%	67%	-	*	*	79%	47%	*	51%	56%	45%	43%
	2023	51%	53%	**38%**	20%	36%	43%	-	*	*	*	30%	33%	40%	32%	36%	28%
Grade 6 Mathematics	2024	48%	50%	**34%**	38%	31%	42%	-	*	*	57%	35%	*	34%	35%	33%	30%
	2023	54%	59%	**49%**	37%	46%	60%	-	*	*	*	64%	67%	51%	46%	46%	32%
Grade 7 ELA/Reading	2024	66%	68%	**47%**	50%	40%	65%	-	*	*	50%	27%	50%	46%	50%	44%	43%
	2023	71%	73%	**63%**	58%	63%	60%	*	*	-	78%	42%	80%	67%	54%	58%	50%
Grade 7 Mathematics	2024	49%	46%	**29%**	31%	25%	41%	-	*	*	*	31%	33%	32%	19%	27%	24%
	2023	56%	55%	**58%**	67%	55%	67%	*	*	-	50%	49%	100%	59%	55%	55%	50%
Grade 8 ELA/Reading	2024	69%	70%	**60%**	59%	57%	75%	*	*	-	50%	58%	*	61%	59%	58%	47%
	2023	63%	64%	**53%**	39%	53%	62%	*	*	*	20%	36%	*	55%	48%	51%	44%
Grade 8 Mathematics	2024	66%	66%	**68%**	44%	66%	78%	-	*	-	70%	63%	*	69%	63%	66%	62%
	2023	74%	73%	**69%**	78%	64%	89%	*	-	*	*	50%	*	69%	67%	66%	57%
End of Course English I	2024	64%	67%	**60%**	42%	58%	69%	*	*	*	60%	38%	*	55%	69%	53%	51%
	2023	57%	61%	**50%**	28%	47%	65%	-	*	-	*	33%	*	50%	51%	45%	47%
End of Course English II	2024	69%	68%	**71%**	69%	70%	73%	-	*	-	*	54%	*	71%	70%	69%	63%
	2023	74%	75%	**68%**	60%	68%	65%	-	*	*	100%	50%	*	65%	72%	62%	57%
End of Course Algebra I	2024	72%	72%	**78%**	58%	80%	75%	*	*	*	*	65%	*	77%	81%	77%	76%
	2023	76%	78%	**76%**	86%	73%	78%	-	*	-	90%	77%	*	76%	75%	72%	67%
All Grades Both Subjects	2024	64%	65%	**57%**	51%	54%	66%	*	62%	33%	65%	47%	64%	56%	59%	53%	50%
	2023	64%	66%	**57%**	52%	55%	62%	*	83%	60%	63%	45%	68%	58%	55%	54%	52%
All Grades ELA/Reading	2024	67%	68%	**60%**	56%	56%	71%	*	71%	*	64%	46%	72%	58%	62%	55%	53%
	2023	63%	65%	**53%**	42%	52%	57%	*	83%	*	64%	38%	60%	54%	52%	50%	48%
All Grades Mathematics	2024	60%	60%	**53%**	45%	51%	60%	*	50%	*	68%	47%	55%	53%	54%	49%	47%
	2023	66%	68%	**62%**	65%	60%	69%	*	83%	*	61%	53%	76%	64%	59%	59%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	37%	**43%**	43%	40%	58%	-	*	-	*	25%	*	42%	45%	35%	59%
	2023	33%	33%	**25%**	20%	24%	22%	-	*	-	-	10%	*	27%	19%	23%	30%
Grade 4 Mathematics	2024	26%	23%	**25%**	14%	25%	25%	-	*	-	*	23%	*	25%	26%	20%	44%
	2023	27%	26%	**19%**	14%	18%	25%	-	*	-	-	10%	*	22%	12%	18%	26%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
TAYLOR ISD (246911) - WILLIAMSON COUNTY

	School Year	State	Region13	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%	35%	**16%**	*	15%	22%	-	-	-	-	14%	-	16%	15%	14%	5%
	2023	37%	38%	**26%**	33%	24%	31%	-	-	-	*	7%	*	25%	27%	28%	27%
Grade 5 Mathematics	2024	41%	40%	**23%**	22%	22%	25%	-	-	-	*	19%	-	24%	20%	20%	15%
	2023	48%	46%	**41%**	20%	44%	39%	-	-	-	*	23%	50%	39%	44%	42%	55%
Grade 6 ELA/Reading	2024	24%	23%	**23%**	0%	25%	29%	-	-	-	*	23%	*	22%	25%	21%	22%
	2023	26%	26%	**22%**	*	23%	27%	-	-	*	*	5%	40%	22%	21%	21%	16%
Grade 6 Mathematics	2024	27%	25%	**16%**	13%	20%	10%	-	*	-	*	5%	*	20%	6%	18%	6%
	2023	35%	36%	**29%**	29%	25%	40%	-	-	*	*	21%	33%	31%	26%	28%	20%
Grade 7 ELA/Reading	2024	23%	21%	**19%**	50%	13%	29%	-	*	*	*	5%	*	21%	9%	19%	14%
	2023	39%	38%	**35%**	25%	32%	36%	-	*	-	*	4%	*	38%	27%	29%	13%
Grade 7 Mathematics	2024	14%	13%	**5%**	0%	2%	20%	-	*	*	*	5%	*	6%	0%	5%	0%
	2023	22%	22%	**30%**	42%	25%	45%	-	-	-	*	22%	*	30%	29%	30%	29%
Grade 8 ELA/Reading	2024	34%	32%	**35%**	67%	28%	45%	-	-	-	*	32%	-	32%	44%	30%	22%
	2023	39%	36%	**39%**	45%	39%	*	-	-	-	*	20%	-	45%	9%	36%	44%
Grade 8 Mathematics	2024	44%	36%	**40%**	14%	41%	40%	-	-	-	60%	38%	-	42%	33%	38%	29%
	2023	49%	42%	**38%**	36%	34%	70%	-	-	-	*	19%	-	36%	44%	39%	21%
End of Course English I	2024	20%	20%	**24%**	0%	24%	33%	-	-	-	*	22%	-	21%	28%	21%	33%
	2023	26%	27%	**19%**	0%	16%	33%	-	-	-	*	14%	*	16%	25%	15%	20%
End of Course English II	2024	29%	26%	**35%**	22%	37%	33%	-	-	-	-	17%	*	42%	15%	35%	24%
	2023	41%	39%	**31%**	38%	33%	19%	-	-	-	*	18%	*	28%	39%	32%	25%
End of Course Algebra I	2024	55%	51%	**66%**	40%	71%	44%	*	-	-	*	56%	*	64%	71%	64%	65%
	2023	58%	55%	**53%**	42%	54%	60%	-	-	-	*	29%	*	50%	62%	49%	43%
All Grades Both Subjects	2024	32%	30%	**29%**	25%	29%	32%	*	0%	*	42%	23%	38%	29%	27%	26%	25%
	2023	38%	37%	**32%**	29%	31%	36%	-	*	*	48%	15%	52%	32%	31%	31%	30%
All Grades ELA/Reading	2024	30%	28%	**29%**	33%	27%	38%	-	*	*	25%	20%	43%	29%	28%	26%	26%
	2023	35%	35%	**28%**	26%	28%	26%	-	*	*	62%	11%	58%	29%	26%	27%	25%
All Grades Mathematics	2024	35%	32%	**29%**	16%	31%	27%	*	*	*	50%	26%	33%	30%	27%	27%	25%
	2023	40%	38%	**35%**	32%	34%	44%	-	*	*	33%	20%	47%	35%	36%	35%	36%

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

- Indicates there are no students in the group.

	School Year	State	Region 13	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%	**64%**	57%	-	-	-	63%	55%	51%	49%	53%	49%	64%	65%	54%	89%
	2023	76%	77%	**62%**	56%	-	-	-	56%	-	52%	60%	48%	40%	71%	63%	53%	86%
At Meets Grade Level or Above	2024	48%	52%	**34%**	34%	-	-	-	35%	33%	19%	19%	28%	12%	26%	36%	23%	59%
	2023	49%	53%	**32%**	19%	-	-	-	19%	-	19%	28%	15%	20%	43%	33%	19%	59%
At Masters Grade Level	2024	20%	24%	**11%**	15%	-	-	-	12%	15%	4%	9%	7%	0%	7%	12%	6%	19%
	2023	20%	24%	**9%**	9%	-	-	-	9%	-	4%	5%	4%	0%	7%	10%	5%	12%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	77%	**64%**	67%	-	-	-	75%	64%	48%	52%	54%	43%	58%	66%	53%	92%
	2023	77%	78%	**62%**	55%	-	-	-	55%	-	48%	57%	43%	40%	60%	64%	50%	87%
At Meets Grade Level or Above	2024	54%	57%	**39%**	39%	-	-	-	50%	37%	23%	24%	34%	13%	21%	41%	26%	65%
	2023	53%	57%	**34%**	19%	-	-	-	19%	-	19%	28%	14%	40%	40%	37%	19%	65%
At Masters Grade Level	2024	22%	26%	**12%**	21%	-	-	-	19%	21%	2%	5%	5%	0%	5%	13%	6%	18%
	2023	20%	25%	**10%**	9%	-	-	-	9%	-	3%	3%	3%	0%	0%	11%	5%	9%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	72%	**59%**	61%	-	-	-	75%	57%	50%	48%	57%	44%	55%	60%	54%	85%
	2023	75%	75%	**59%**	61%	-	-	-	61%	-	53%	61%	47%	40%	80%	59%	56%	82%
At Meets Grade Level or Above	2024	43%	45%	**29%**	37%	-	-	-	44%	34%	15%	14%	24%	6%	24%	30%	22%	48%
	2023	45%	47%	**25%**	22%	-	-	-	22%	-	17%	24%	11%	20%	20%	25%	19%	48%
At Masters Grade Level	2024	17%	20%	**8%**	12%	-	-	-	13%	11%	4%	14%	6%	0%	9%	8%	7%	19%
	2023	19%	22%	**6%**	9%	-	-	-	9%	-	4%	5%	3%	0%	20%	6%	6%	9%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	**68%**	24%	-	-	-	27%	22%	60%	40%	59%	63%	83%	70%	55%	93%
	2023	77%	78%	**67%**	42%	-	-	-	42%	-	60%	61%	61%	40%	*	68%	56%	89%
At Meets Grade Level or Above	2024	43%	48%	**34%**	12%	-	-	-	0%	17%	19%	20%	27%	10%	50%	36%	21%	61%
	2023	47%	51%	**34%**	11%	-	-	-	11%	-	24%	36%	20%	0%	*	36%	22%	55%
At Masters Grade Level	2024	16%	21%	**10%**	6%	-	-	-	0%	9%	4%	0%	8%	0%	6%	11%	5%	21%
	2023	18%	23%	**9%**	5%	-	-	-	5%	-	3%	9%	1%	0%	*	9%	4%	15%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	80%	**68%**	-	-	-	-	-	-	53%	-	32%	71%	88%	70%	57%	83%
	2023	78%	80%	**69%**	-	-	-	-	-	-	50%	*	48%	-	-	70%	50%	86%
At Meets Grade Level or Above	2024	51%	56%	**36%**	-	-	-	-	-	-	17%	-	15%	18%	13%	39%	16%	60%
	2023	52%	57%	**41%**	-	-	-	-	-	-	18%	*	17%	-	-	43%	18%	66%
At Masters Grade Level	2024	27%	33%	**16%**	-	-	-	-	-	-	6%	-	12%	0%	13%	19%	6%	17%
	2023	27%	33%	**16%**	-	-	-	-	-	-	9%	*	9%	-	-	17%	9%	20%
School Progress - Annual Growth																		

	School Year	State	Region 13	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%	65%	**57%**	60%	-	-	-	84%	53%	46%	58%	48%	42%	52%	58%	49%	80%
	2023	64%	66%	**57%**	53%	-	-	-	53%	-	49%	53%	46%	50%	56%	58%	51%	66%
All Grades ELA/Reading	2024	67%	68%	**60%**	69%	-	-	-	82%	65%	48%	66%	50%	43%	56%	61%	52%	80%
	2023	63%	65%	**53%**	48%	-	-	-	48%	-	45%	45%	45%	40%	*	54%	46%	63%
All Grades Mathematics	2024	60%	60%	**53%**	52%	-	-	-	86%	41%	44%	50%	46%	41%	48%	55%	46%	78%
	2023	66%	68%	**62%**	58%	-	-	-	58%	-	54%	61%	48%	60%	*	64%	56%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	30%	**29%**	31%	-	-	-	38%	30%	22%	33%	24%	18%	38%	30%	25%	50%
	2023	38%	37%	**32%**	36%	-	-	-	36%	-	25%	33%	20%	17%	*	33%	29%	59%
All Grades ELA/Reading	2024	30%	28%	**29%**	36%	-	-	-	*	36%	20%	30%	23%	15%	47%	29%	26%	*
	2023	35%	35%	**28%**	27%	-	-	-	27%	-	21%	29%	17%	*	*	30%	23%	56%
All Grades Mathematics	2024	35%	32%	**29%**	26%	-	-	-	40%	23%	24%	38%	25%	21%	27%	31%	25%	*
	2023	40%	38%	**35%**	43%	-	-	-	43%	-	30%	37%	24%	*	*	35%	35%	63%

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

	State	Region 13	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	98%	99%	99%	100%	100%	100%	99%	98%	99%	99%	98%	99%	99%
Included in Accountability	92%	92%	**94%**	93%	94%	96%	100%	97%	100%	97%	91%	96%	97%	87%	94%	90%
Not Included in Accountability: Mobile	4%	5%	**4%**	5%	3%	3%	0%	3%	0%	1%	5%	3%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	0%	0%	0%	0%	1%	0%	1%	2%	1%	5%
Not Tested	1%	2%	**1%**	2%	1%	1%	0%	0%	0%	1%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	2%	1%	0%	0%	0%	0%	1%	1%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	*	100%	*	98%	99%	100%	99%	98%	99%	99%
Included in Accountability	91%	90%	**93%**	93%	92%	97%	*	94%	*	97%	91%	97%	96%	86%	93%	86%
Not Included in Accountability: Mobile	4%	5%	**4%**	6%	3%	2%	*	6%	*	2%	5%	3%	1%	8%	3%	5%
Not Included in Accountability: Other Exclusions	4%	4%	**2%**	0%	3%	0%	*	0%	*	0%	2%	0%	1%	4%	3%	9%
Not Tested	1%	1%	**1%**	1%	1%	0%	*	0%	*	2%	1%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	*	0%	*	2%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	*	100%	*	100%	97%	97%	99%	98%	99%	100%
Included in Accountability	93%	92%	**95%**	93%	95%	96%	*	100%	*	98%	91%	97%	98%	88%	95%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	6%	3%	3%	*	0%	*	2%	6%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	2%	1%	1%	*	0%	*	0%	3%	3%	1%	2%	1%	0%
Absent	1%	1%	**1%**	2%	1%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	1%	1%	*	0%	*	0%	2%	3%	0%	1%	0%	0%
Science																
Assessment Participant	99%	98%	**98%**	96%	99%	98%	*	*	*	100%	97%	100%	99%	97%	99%	99%
Included in Accountability	93%	93%	**94%**	93%	95%	94%	*	*	*	100%	91%	100%	98%	87%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	3%	4%	*	*	*	0%	5%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	1%
Not Tested	1%	2%	**2%**	4%	1%	3%	*	*	*	0%	3%	0%	1%	3%	1%	1%

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**1%**	4%	1%	1%	*	*	*	0%	3%	0%	1%	3%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	*	*	0%	1%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**98%**	100%	98%	99%	*	*	*	94%	97%	*	99%	97%	99%	98%
Included in Accountability	94%	93%	**95%**	100%	95%	95%	*	*	*	94%	95%	*	98%	88%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	3%	4%	*	*	*	0%	3%	*	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**2%**	0%	2%	1%	*	*	*	6%	3%	*	1%	3%	1%	2%
Absent	1%	2%	**1%**	0%	2%	0%	*	*	*	6%	1%	*	1%	3%	1%	2%
Other	0%	0%	**0%**	0%	0%	1%	*	*	*	0%	1%	*	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	**99%**	*	98%	100%	-	*	-	*	*	-	100%	88%	100%	100%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	99%	98%	98%	100%	100%	100%	95%	97%	100%	99%	96%	98%	99%
Included in Accountability	93%	92%	**93%**	93%	94%	93%	100%	88%	100%	87%	91%	92%	96%	87%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	5%	0%	12%	0%	6%	5%	8%	2%	8%	3%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	0%	0%	0%	3%	1%	0%	1%	1%	1%	3%
Not Tested	1%	2%	**2%**	1%	2%	2%	0%	0%	0%	5%	3%	0%	1%	4%	2%	1%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	2%	1%	0%	1%	2%	1%	1%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	0%	3%	2%	0%	0%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	99%
Included in Accountability	92%	91%	**94%**	95%	94%	94%	*	93%	*	91%	94%	92%	96%	90%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	3%	6%	*	7%	*	7%	5%	8%	2%	8%	3%	2%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	2%	0%	*	0%	*	2%	1%	0%	1%	2%	1%	6%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	98%	97%	97%	*	100%	*	89%	95%	100%	98%	93%	97%	98%
Included in Accountability	94%	93%	**92%**	93%	93%	91%	*	92%	*	82%	88%	93%	96%	84%	93%	95%

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	3%	6%	*	8%	*	5%	5%	7%	2%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	2%	1%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**3%**	2%	3%	3%	*	0%	*	11%	5%	0%	2%	7%	3%	2%
Absent	1%	1%	**2%**	0%	2%	1%	*	0%	*	4%	2%	0%	1%	3%	2%	1%
Other	0%	0%	**2%**	2%	1%	2%	*	0%	*	7%	3%	0%	1%	4%	1%	1%
Science																
Assessment Participant	99%	98%	**98%**	100%	98%	99%	*	*	*	100%	98%	100%	99%	97%	98%	99%
Included in Accountability	93%	93%	**94%**	89%	94%	94%	*	*	*	90%	92%	92%	97%	87%	94%	96%
Not Included in Accountability: Mobile	4%	4%	**4%**	11%	3%	5%	*	*	*	5%	5%	8%	2%	9%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	*	5%	2%	0%	0%	1%	1%	2%
Not Tested	1%	2%	**2%**	0%	2%	1%	*	*	*	0%	2%	0%	1%	3%	2%	1%
Absent	1%	2%	**1%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	2%	1%	1%
Other	0%	0%	**1%**	0%	1%	1%	*	*	*	0%	2%	0%	1%	1%	1%	0%
Social Studies																
Assessment Participant	99%	98%	**96%**	100%	96%	96%	*	*	*	92%	91%	100%	97%	94%	96%	98%
Included in Accountability	94%	93%	**93%**	90%	94%	92%	*	*	*	83%	87%	88%	95%	87%	93%	98%
Not Included in Accountability: Mobile	4%	4%	**3%**	10%	2%	5%	*	*	*	0%	3%	13%	2%	7%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	*	8%	1%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**4%**	0%	4%	4%	*	*	*	8%	9%	0%	3%	6%	4%	2%
Absent	1%	2%	**2%**	0%	3%	2%	*	*	*	8%	6%	0%	2%	4%	3%	2%
Other	0%	0%	**1%**	0%	1%	2%	*	*	*	0%	3%	0%	1%	2%	1%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	**100%**	*	100%	100%	-	*	*	*	-	-	100%	*	100%	*

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

	State	Region 13	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%	92.8%	**93.2%**	94.1%	92.9%	93.8%	94.3%	96.4%	88.3%	92.3%	93.3%	92.7%	94.0%
2021-22	92.2%	91.8%	**91.6%**	91.5%	91.1%	92.7%	94.4%	97.6%	89.6%	91.1%	91.8%	90.9%	93.4%
Chronic Absenteeism													
2022-23	20.3%	21.5%	**22.2%**	19.3%	23.7%	19.5%	14.3%	0.0%	55.6%	27.1%	23.3%	25.5%	20.2%
2021-22	25.7%	26.8%	**30.0%**	29.4%	32.7%	24.2%	14.3%	4.8%	54.5%	29.0%	31.3%	33.7%	22.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.6%	**0.9%**	4.4%	0.0%	1.9%	*	*	*	0.0%	1.3%	0.9%	0.0%
2021-22	0.7%	0.5%	**0.4%**	2.4%	0.0%	0.9%	*	*	*	0.0%	0.0%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.3%	**1.2%**	0.0%	1.4%	1.3%	*	0.0%	*	0.0%	2.4%	1.4%	1.4%
2021-22	2.2%	2.2%	**1.2%**	3.8%	0.9%	0.9%	*	0.0%	*	5.0%	2.7%	1.2%	1.8%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	91.2%	**94.3%**	95.5%	94.4%	94.6%	*	*	*	*	85.0%	93.7%	91.7%
Received TxCHSE	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Continued HS	3.1%	2.8%	**1.2%**	0.0%	1.4%	1.4%	*	*	*	*	5.0%	0.8%	0.0%
Dropped Out	6.3%	5.5%	**4.5%**	4.5%	4.2%	4.1%	*	*	*	*	10.0%	5.5%	8.3%
Graduates and TxCHSE	90.6%	91.6%	**94.3%**	95.5%	94.4%	94.6%	*	*	*	*	85.0%	93.7%	91.7%
Graduates, TxCHSE, and Continuers	93.7%	94.5%	**95.5%**	95.5%	95.8%	95.9%	*	*	*	*	90.0%	94.5%	91.7%
Class of 2022													
Graduated	89.7%	91.5%	**95.9%**	83.3%	97.4%	97.3%	-	-	*	83.3%	92.3%	95.4%	94.4%
Received TxCHSE	0.3%	0.3%	**0.4%**	0.0%	0.0%	0.0%	-	-	*	16.7%	0.0%	0.8%	0.0%
Continued HS	3.5%	3.3%	**0.4%**	0.0%	0.0%	1.4%	-	-	*	0.0%	3.8%	0.8%	0.0%
Dropped Out	6.4%	4.9%	**3.3%**	16.7%	2.6%	1.4%	-	-	*	0.0%	3.8%	3.1%	5.6%
Graduates and TxCHSE	90.0%	91.8%	**96.3%**	83.3%	97.4%	97.3%	-	-	*	100.0%	92.3%	96.2%	94.4%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	**96.7%**	83.3%	97.4%	98.6%	-	-	*	100.0%	96.2%	96.9%	94.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	93.3%	**95.9%**	83.3%	96.7%	98.6%	-	-	*	83.3%	96.0%	95.4%	89.5%
Received TxCHSE	0.4%	0.4%	**0.8%**	0.0%	0.0%	1.4%	-	-	*	16.7%	0.0%	0.8%	0.0%
Continued HS	1.0%	1.2%	**0.4%**	0.0%	0.7%	0.0%	-	-	*	0.0%	0.0%	0.8%	5.3%
Dropped Out	6.8%	5.1%	**2.9%**	16.7%	2.6%	0.0%	-	-	*	0.0%	4.0%	3.1%	5.3%
Graduates and TxCHSE	92.2%	93.7%	**96.7%**	83.3%	96.7%	100.0%	-	-	*	100.0%	96.0%	96.2%	89.5%
Graduates, TxCHSE, and Continuers	93.2%	94.9%	**97.1%**	83.3%	97.4%	100.0%	-	-	*	100.0%	96.0%	96.9%	94.7%

	State	Region 13	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%	93.5%	**95.0%**	100.0%	95.1%	93.8%	-	-	-	100.0%	76.5%	93.4%	85.7%
Received TxCHSE	0.4%	0.5%	**0.5%**	0.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.7%	**4.5%**	0.0%	4.9%	4.7%	-	-	-	0.0%	23.5%	6.6%	14.3%
Graduates and TxCHSE	92.7%	94.0%	**95.5%**	100.0%	95.1%	95.3%	-	-	-	100.0%	76.5%	93.4%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**95.5%**	100.0%	95.1%	95.3%	-	-	-	100.0%	76.5%	93.4%	85.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	93.8%	**94.6%**	90.0%	95.1%	93.8%	-	-	-	100.0%	76.5%	92.6%	85.7%
Received TxCHSE	0.5%	0.6%	**0.9%**	10.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.8%	0.0%
Continued HS	0.5%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	**4.5%**	0.0%	4.9%	4.7%	-	-	-	0.0%	23.5%	6.6%	14.3%
Graduates and TxCHSE	93.2%	94.4%	**95.5%**	100.0%	95.1%	95.3%	-	-	-	100.0%	76.5%	93.4%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**95.5%**	100.0%	95.1%	95.3%	-	-	-	100.0%	76.5%	93.4%	85.7%
Class of 2020													
Graduated	92.7%	94.1%	**98.0%**	100.0%	98.1%	97.5%	-	-	-	*	96.3%	97.6%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.7%	**2.0%**	0.0%	1.9%	2.5%	-	-	-	*	3.7%	2.4%	0.0%
Graduates and TxCHSE	93.2%	94.6%	**98.0%**	100.0%	98.1%	97.5%	-	-	-	*	96.3%	97.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.3%	**98.0%**	100.0%	98.1%	97.5%	-	-	-	*	96.3%	97.6%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.2%	**91.7%**	95.5%	89.9%	94.6%	*	*	*	*	73.9%	88.9%	88.0%
Class of 2022	89.7%	91.5%	**94.0%**	83.3%	94.3%	97.3%	-	-	*	83.3%	88.9%	94.0%	85.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	25.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	8.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	3.2%	**2.6%**	0.0%	2.2%	4.3%	*	*	*	*	29.4%	2.5%	4.5%
Class of 2022	3.7%	3.1%	**4.3%**	10.0%	4.1%	2.8%	-	-	-	20.0%	37.5%	5.6%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	87.2%	**85.8%**	76.2%	83.6%	91.4%	*	*	*	*	47.1%	80.7%	77.3%
Class of 2022	84.3%	86.4%	**83.4%**	50.0%	83.8%	87.5%	-	-	-	80.0%	20.8%	79.2%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 13	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%	90.2%	**88.4%**	76.2%	85.8%	95.7%	*	*	*	*	76.5%	83.2%	81.8%
Class of 2022	88.0%	89.4%	**87.7%**	60.0%	87.8%	90.3%	-	-	-	100.0%	58.3%	84.8%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	5.2%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	2.9%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.3%	**2.5%**	0.0%	2.1%	4.3%	*	*	*	*	29.4%	2.4%	4.2%
2021-22	3.9%	3.4%	**4.1%**	9.1%	3.9%	2.7%	-	*	-	20.0%	34.6%	5.5%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	85.1%	**83.4%**	76.2%	80.3%	91.4%	*	*	*	*	47.1%	79.8%	75.0%
2021-22	82.3%	84.4%	**82.0%**	45.5%	82.4%	86.5%	-	*	-	80.0%	19.2%	78.9%	100.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	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%	87.5%	**85.9%**	76.2%	82.4%	95.7%	*	*	*	*	76.5%	82.3%	79.2%
2021-22	86.0%	86.8%	**86.1%**	54.5%	86.3%	89.2%	-	*	-	100.0%	53.8%	84.4%	100.0%

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	241	100.0%	377,367	100.0%
By Ethnicity:				
African American	21	8.7%	46,822	12.4%
Hispanic	142	58.9%	197,333	52.3%
White	70	29.0%	103,009	27.3%
American Indian	2	0.8%	1,181	0.3%
Asian	2	0.8%	19,151	5.1%
Pacific Islander	2	0.8%	574	0.2%
Two or More Races	2	0.8%	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)	34	14.1%	49,278	13.1%
Foundation H.S. Program (Endorsement)	6	2.5%	16,475	4.4%
Foundation H.S. Program (DLA)	201	83.4%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	17	7.1%	34,589	9.2%
Economically Disadvantaged Graduates	124	51.5%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	24	10.0%	50,229	13.3%
At-Risk Graduates	94	39.0%	168,430	44.6%
CTE Completers	80	33.2%	116,959	31.0%

Academic Year	State	Region 13	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%	76.5%	**79.3%**	81.0%	73.2%	88.6%	*	*	*	*	94.1%	74.2%	62.5%
2021-22	70.0%	70.5%	**59.3%**	45.5%	56.9%	68.5%	-	*	-	40.0%	92.3%	56.3%	33.3%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	67.1%	**63.5%**	61.9%	57.7%	72.9%	*	*	*	*	82.4%	54.8%	50.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	72.0%	**86.7%**	85.7%	82.4%	94.3%	*	*	*	*	58.8%	82.3%	75.0%
2021-22	57.1%	66.5%	**42.6%**	18.2%	34.6%	64.9%	-	*	-	20.0%	7.7%	33.6%	5.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	62.5%	**54.8%**	47.6%	50.0%	62.9%	*	*	*	*	17.6%	48.4%	41.7%
2021-22	48.2%	57.3%	**20.5%**	9.1%	13.1%	36.5%	-	*	-	40.0%	3.8%	15.6%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	57.3%	**53.5%**	47.6%	47.9%	62.9%	*	*	*	*	17.6%	46.8%	37.5%
2021-22	42.2%	51.9%	**18.9%**	9.1%	11.8%	35.1%	-	*	-	20.0%	3.8%	12.5%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	29.2%	**12.9%**	0.0%	12.0%	17.1%	*	*	*	*	0.0%	9.7%	8.3%
2021-22	20.5%	29.0%	**12.3%**	9.1%	9.8%	17.6%	-	*	-	20.0%	0.0%	11.7%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	1.3%	**14.1%**	9.5%	13.4%	11.4%	*	*	*	*	0.0%	11.3%	8.3%
2021-22	2.4%	0.7%	**9.8%**	9.1%	9.8%	10.8%	-	*	-	0.0%	0.0%	7.8%	5.6%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.8%	**23.2%**	9.5%	22.5%	24.3%	*	*	*	*	5.9%	16.1%	16.7%
2021-22	24.0%	21.9%	**25.0%**	9.1%	22.2%	33.8%	-	*	-	20.0%	0.0%	18.0%	11.1%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	12.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
2021-22	4.4%	12.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	**5.4%**	14.3%	3.5%	5.7%	*	*	*	*	76.5%	4.0%	8.3%
2021-22	5.0%	5.5%	**5.7%**	9.1%	7.2%	2.7%	-	*	-	0.0%	53.8%	6.3%	0.0%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	28.0%	**40.7%**	33.3%	38.7%	48.6%	*	*	*	*	64.7%	39.5%	33.3%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.3%	**37.8%**	28.6%	35.9%	45.7%	*	*	*	*	29.4%	36.3%	29.2%
2021-22	28.0%	18.8%	**18.4%**	0.0%	23.5%	12.2%	-	*	-	0.0%	15.4%	21.9%	22.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
2021-22	0.7%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.6%	**2.9%**	4.8%	2.8%	2.9%	*	*	*	*	41.2%	3.2%	4.2%
2021-22	2.5%	2.3%	**7.8%**	27.3%	7.8%	5.4%	-	*	-	0.0%	73.1%	9.4%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**0.4%**	0.0%	0.7%	0.0%	*	*	*	*	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	Region 13	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%	20.6%	**36.1%**	9.5%	34.5%	42.9%	*	*	*	*	5.9%	28.2%	8.3%
	2021-22	22.8%	20.3%	**29.5%**	9.1%	24.2%	44.6%	-	*	-	20.0%	3.8%	22.7%	5.6%
Mathematics	2022-23	19.9%	26.0%	**38.2%**	19.0%	34.5%	47.1%	*	*	*	*	0.0%	31.5%	16.7%
	2021-22	18.7%	23.8%	**15.6%**	0.0%	9.8%	28.4%	-	*	-	40.0%	3.8%	13.3%	0.0%
Both Subjects	2022-23	12.5%	13.1%	**24.9%**	4.8%	23.2%	28.6%	*	*	*	*	0.0%	19.4%	4.2%
	2021-22	12.6%	12.4%	**13.1%**	0.0%	8.5%	24.3%	-	*	-	20.0%	3.8%	10.2%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	16.8%	**56.4%**	71.4%	54.2%	60.0%	*	*	*	*	58.8%	60.5%	66.7%
	2021-22	11.7%	11.3%	**0.4%**	0.0%	0.0%	1.4%	-	*	-	0.0%	3.8%	0.0%	0.0%
Mathematics	2022-23	20.2%	15.0%	**16.2%**	38.1%	15.5%	11.4%	*	*	*	*	17.6%	21.0%	25.0%
	2021-22	14.0%	10.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	7.4%	**14.5%**	38.1%	14.1%	8.6%	*	*	*	*	17.6%	20.2%	25.0%
	2021-22	7.5%	4.4%	**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%	29.8%	**21.6%**	13.2%	19.1%	28.0%	*	*	*	16.7%	0.0%	16.7%	6.0%
	2022	23.0%	27.9%	**14.7%**	9.4%	11.3%	22.2%	*	*	*	12.5%	0.0%	9.5%	0.0%
English Language Arts	2023	13.8%	16.3%	**11.6%**	10.5%	9.1%	17.3%	*	*	*	0.0%	0.0%	7.8%	2.0%
	2022	13.2%	15.6%	**10.8%**	6.3%	7.8%	17.0%	*	*	*	12.5%	0.0%	6.3%	0.0%
Mathematics	2023	7.0%	10.8%	**9.2%**	0.0%	8.4%	12.0%	*	*	*	0.0%	0.0%	6.3%	2.0%
	2022	6.9%	10.7%	**2.1%**	0.0%	1.1%	3.9%	*	*	*	12.5%	0.0%	1.6%	0.0%
Science	2023	10.3%	15.4%	**8.8%**	0.0%	6.7%	14.0%	*	*	*	16.7%	0.0%	6.3%	0.0%
	2022	9.6%	14.0%	**4.3%**	0.0%	3.2%	7.8%	*	*	*	0.0%	0.0%	2.0%	0.0%
Social Studies	2023	13.1%	15.4%	**9.2%**	7.9%	7.4%	13.3%	*	*	*	0.0%	0.0%	6.3%	2.0%
	2022	12.5%	14.7%	**8.3%**	3.1%	5.3%	14.4%	*	*	*	12.5%	0.0%	4.4%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	69.6%	**23.1%**	0.0%	17.5%	31.0%	-	*	*	*	-	15.6%	*
	2022	53.3%	69.3%	**39.4%**	*	31.3%	44.1%	-	-	*	*	-	41.7%	-
English Language Arts	2023	52.3%	72.3%	**25.9%**	*	14.8%	38.5%	-	-	*	-	-	9.5%	*
	2022	53.2%	72.2%	**38.5%**	*	22.7%	46.2%	-	-	*	*	-	31.3%	-
Mathematics	2023	50.8%	67.1%	**17.4%**	-	12.0%	22.2%	-	*	*	-	-	11.8%	*
	2022	50.4%	65.1%	**10.0%**	-	*	0.0%	-	-	-	*	-	*	-
Science	2023	44.8%	58.6%	**11.4%**	-	5.0%	19.0%	-	*	*	*	-	11.8%	-
	2022	44.7%	56.8%	**14.3%**	-	11.1%	16.7%	-	-	-	-	-	20.0%	-

	Academic Year	State	Region 13	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%	63.0%	**15.2%**	*	9.1%	25.0%	-	-	*	-	-	11.8%	*
	2022	41.9%	62.1%	**7.5%**	*	0.0%	13.6%	-	-	*	*	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	85.8%	**99.6%**	95.2%	93.0%	100.0%	*	*	*	*	88.2%	99.2%	92.0%
	2021-22	71.5%	72.7%	**61.1%**	72.7%	51.0%	79.7%	-	*	-	80.0%	11.5%	59.1%	50.0%
At/Above Criterion for All Examinees	2022-23	28.9%	39.5%	**15.8%**	5.0%	10.6%	24.4%	*	*	*	*	0.0%	7.3%	0.0%
	2021-22	32.1%	45.6%	**16.8%**	12.5%	6.4%	30.5%	-	-	-	*	*	5.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1025	**900**	813	877	950	*	*	*	*	766	857	768
	2021-22	1001	1062	**934**	878	898	991	-	-	-	910	787	895	790
English Language Arts and Writing	2022-23	497	521	**453**	415	434	487	*	*	*	*	379	426	369
	2021-22	506	537	**479**	448	461	509	-	-	-	458	400	456	386
Mathematics	2022-23	482	504	**447**	398	443	463	*	*	*	*	387	430	399
	2021-22	496	525	**455**	430	437	482	-	-	-	453	387	439	404
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	22.2	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.5	23.7	**21.9**	-	21.0	21.6	-	-	-	24.0	-	20.3	-
English Language Arts	2022-23	18.8	22.1	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.2	23.9	**22.9**	-	23.5	22.3	-	-	-	25.5	-	20.8	-
Mathematics	2022-23	18.9	21.6	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.3	22.9	**22.0**	-	21.0	22.2	-	-	-	22.0	-	20.3	-
Science	2022-23	19.5	22.2	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.8	23.6	**20.0**	-	17.0	19.8	-	-	-	24.0	-	19.0	-

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

	Academic Year	State	Region 13	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%	47.4%	**36.9%**	27.4%	32.7%	48.1%	*	57.1%	*	30.8%	12.4%	28.8%	20.1%
	2021-22	44.2%	46.5%	**37.5%**	18.2%	35.1%	45.7%	*	42.9%	*	58.3%	17.3%	36.0%	24.3%
English Language Arts	2022-23	17.4%	18.6%	**17.9%**	7.1%	14.6%	26.5%	*	50.0%	*	25.0%	1.8%	11.7%	3.7%
	2021-22	16.6%	18.3%	**14.6%**	6.8%	12.4%	20.1%	*	0.0%	*	25.0%	1.0%	11.1%	4.7%
Mathematics	2022-23	19.5%	22.3%	**19.9%**	8.6%	17.4%	28.1%	*	20.0%	*	25.0%	6.6%	14.2%	7.5%
	2021-22	19.9%	22.4%	**21.7%**	6.9%	21.1%	26.0%	*	14.3%	*	36.4%	2.2%	19.5%	15.5%
Science	2022-23	21.5%	23.3%	**17.5%**	9.8%	14.9%	23.5%	*	50.0%	*	25.0%	2.8%	13.2%	4.5%
	2021-22	21.1%	22.6%	**22.5%**	12.1%	20.6%	28.6%	*	16.7%	*	25.0%	13.0%	21.2%	11.3%
Social Studies	2022-23	24.0%	26.3%	**17.8%**	7.1%	14.9%	25.8%	*	33.3%	*	25.0%	1.8%	10.8%	3.7%
	2021-22	22.8%	25.0%	**19.9%**	6.7%	16.0%	29.7%	*	28.6%	*	33.3%	2.0%	14.0%	3.8%
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	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**3,028**	**100.0%**	**5,517,464**	**100.0%**	**3,063**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	5	0.2%	18,968	0.3%	7	0.2%	26,847	0.5%
Pre-Kindergarten	163	5.4%	247,979	4.5%	163	5.3%	248,576	4.5%
Pre-Kindergarten: 3-year Old	32	1.1%	42,448	0.8%	32	1.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	131	4.3%	205,531	3.7%	131	4.3%	205,907	3.7%
Kindergarten	192	6.3%	361,329	6.5%	193	6.3%	361,799	6.5%
Grade 1	199	6.6%	385,096	7.0%	200	6.5%	385,471	7.0%
Grade 2	193	6.4%	402,233	7.3%	194	6.3%	402,576	7.3%
Grade 3	204	6.7%	399,869	7.2%	205	6.7%	400,181	7.2%
Grade 4	216	7.1%	399,137	7.2%	217	7.1%	399,422	7.2%
Grade 5	202	6.7%	399,200	7.2%	204	6.7%	399,419	7.2%
Grade 6	205	6.8%	400,347	7.3%	206	6.7%	400,511	7.2%
Grade 7	205	6.8%	405,118	7.3%	206	6.7%	405,298	7.3%
Grade 8	219	7.2%	414,033	7.5%	220	7.2%	414,195	7.5%
Grade 9	276	9.1%	472,595	8.6%	278	9.1%	472,783	8.5%
Grade 10	270	8.9%	439,091	8.0%	271	8.8%	439,298	7.9%
Grade 11	253	8.4%	406,681	7.4%	253	8.3%	406,966	7.4%
Grade 12	226	7.5%	365,788	6.6%	246	8.0%	367,894	6.7%
Ethnic Distribution								
African American	242	8.0%	706,235	12.8%	243	7.9%	707,609	12.8%
Hispanic	1,932	63.8%	2,936,051	53.2%	1,959	64.0%	2,942,144	53.2%
White	736	24.3%	1,379,090	25.0%	742	24.2%	1,384,437	25.0%
American Indian	6	0.2%	17,886	0.3%	6	0.2%	17,939	0.3%
Asian	22	0.7%	295,946	5.4%	22	0.7%	296,367	5.4%
Pacific Islander	6	0.2%	8,831	0.2%	6	0.2%	8,844	0.2%
Two or More Races	84	2.8%	173,425	3.1%	85	2.8%	173,896	3.1%
Sex								
Female	1,495	49.4%	2,695,318	48.9%	1,511	49.3%	2,700,356	48.8%
Male	1,533	50.6%	2,822,146	51.1%	1,552	50.7%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	2,040	67.4%	3,434,955	62.3%	2,053	67.0%	3,439,856	62.2%
Non-Educationally Disadvantaged	988	32.6%	2,082,509	37.7%	1,010	33.0%	2,091,380	37.8%
Section 504 Students	238	7.9%	399,808	7.2%	241	7.9%	400,078	7.2%
EB Students/EL	584	19.3%	1,344,804	24.4%	588	19.2%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	131	3.9%	105,976	1.9%				
Students w/ Dyslexia	235	7.8%	329,004	6.0%	237	7.7%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	7	0.2%	12,418	0.2%	7	0.2%	12,469	0.2%
Homeless	74	2.4%	77,809	1.4%	74	2.4%	77,942	1.4%
Immigrant	10	0.3%	158,717	2.9%	10	0.3%	158,832	2.9%
Migrant	5	0.2%	13,481	0.2%	6	0.2%	13,528	0.2%
Title I	3,025	99.9%	3,624,288	65.7%	3,060	99.9%	3,632,539	65.7%
Military Connected	2	0.1%	212,919	3.9%	2	0.1%	213,035	3.9%
At-Risk	1,758	58.1%	2,937,834	53.2%	1,776	58.0%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	582	19.2%	1,350,113	24.5%	586	19.1%	1,350,920	24.4%
Career and Technical Education	770	25.4%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	768	74.9%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	200	6.6%	469,054	8.5%	202	6.6%	469,170	8.5%
Special Education	500	16.5%	764,858	13.9%	515	16.8%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**500**		**764,858**					
Students with Intellectual Disabilities	265	53.0%	349,307	45.7%				
Students with Physical Disabilities	127	25.4%	144,191	18.9%				
Students with Autism	43	8.6%	124,254	16.2%				
Students with Behavioral Disabilities	59	11.8%	134,373	17.6%				
Students with Non-Categorical Early Childhood	6	1.2%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**279**	**9.6%**	**864,058**	**16.1%**				
African American	38	1.3%	181,855	3.4%				
Hispanic	167	5.7%	455,070	8.5%				
White	56	1.9%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	3	0.1%	27,631	0.5%				
Pacific Islander	2	0.1%	1,840	0.0%				
Two or More Races	13	0.4%	29,274	0.5%				
Special Ed Students who are Mobile	50	10.6%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	28	5.6%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	182	9.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**555**	**26.4%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	3.7%	1.3%	0.0%	3.9%
Grade 1	3.5%	2.1%	0.0%	3.3%
Grade 2	0.0%	1.3%	5.9%	1.6%
Grade 3	0.0%	0.7%	2.3%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.5%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	10.0%	7.9%	10.8%	11.9%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	2	0.1%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.4	18.4
Grade 1	17.3	18.8
Grade 2	17.2	19.1
Grade 3	18.4	19.4
Grade 4	18.0	19.4
Grade 5	20.1	20.9
Grade 6	18.2	19.2
Secondary		
English/Language Arts	16.2	16.3
Foreign Languages	16.8	18.8
Mathematics	16.4	17.5
Science	17.7	18.5
Social Studies	17.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
TAYLOR ISD (246911) - WILLIAMSON COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**472.6**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	300.6	63.6%	496,151.0	63.9%
Teachers	229.0	48.4%	374,799.9	48.3%
Professional Support	55.4	11.7%	86,026.7	11.1%
Campus Administration (School Leadership)	9.2	2.0%	25,836.1	3.3%
Central Administration	7.0	1.5%	9,488.3	1.2%
Educational Aides	56.4	11.9%	88,200.6	11.4%
Auxiliary Staff	115.6	24.5%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	3.0	n/a	651.0	n/a
Full-time Counselors	9.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	**203.7**	**43.1%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	15.2	6.7%	47,341.1	12.6%
Hispanic	57.1	25.0%	112,921.8	30.1%
White	153.7	67.1%	200,118.0	53.4%
American Indian	0.9	0.4%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	2.0	0.9%	4,726.6	1.3%
Teachers by Sex				
Males	58.7	25.6%	91,815.2	24.5%
Females	170.3	74.4%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	10.0	4.4%	9,453.8	2.5%
Bachelors	172.2	75.2%	268,886.4	71.7%
Masters	44.7	19.5%	93,414.7	24.9%
Doctorate	2.0	0.9%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	23.4	10.2%	32,507.6	8.7%
1-5 Years Experience	72.9	31.8%	102,619.4	27.4%
6-10 Years Experience	46.2	20.2%	75,585.4	20.2%
11-20 Years Experience	53.4	23.3%	101,415.3	27.1%
21-30 Years Experience	27.0	11.8%	51,471.9	13.7%
Over 30 Years Experience	5.9	2.6%	11,200.2	3.0%
Number of Students per Teacher	13.2	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.3	6.0
Average Years Experience of Principals with District	2.2	5.1
Average Years Experience of Assistant Principals	5.3	5.1
Average Years Experience of Assistant Principals with District	2.4	4.3
Average Years Experience of Teachers	9.8	11.1
Average Years Experience of Teachers with District	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$47,810	$54,272
1-5 Years Experience	$53,000	$58,185
6-10 Years Experience	$58,355	$61,494
11-20 Years Experience	$65,755	$65,219
21-30 Years Experience	$70,880	$69,723
Over 30 Years Experience	$74,457	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$59,192	$62,474
Professional Support	$66,272	$73,783
Campus Administration (School Leadership)	$84,891	$86,738
Central Administration	$88,441	$116,028
Instructional Staff Percent	65.7%	65.0%
Turnover Rate for Teachers	31.4%	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	-	-	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	0.2	0.1%	22,656.0	6.0%
Career and Technical Education	14.4	6.3%	20,454.1	5.5%
Compensatory Education	2.2	1.0%	11,626.3	3.1%
Gifted and Talented Education	4.2	1.8%	6,181.4	1.6%
Regular Education	182.5	79.7%	261,452.4	69.8%
Special Education	23.6	10.3%	38,736.9	10.3%
Other	2.0	0.9%	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.)

Taylor Independent School District

GOALS AND OBJECTIVES

Taylor Independent School District

District Improvement Plan

2023-2024

Mission Statement

Inspire, Equip, and Empower Every Student to Achieve Their Unique Potential.

Vision

Intentionally Empowering the Whole Child

Core Beliefs

IN TAYLOR ISD WE BELIEVE...

... EVERY student has unique potential and shall engage in opportunities to grow in a safe enviornment through multiple approaches to learning.

... families are partners who will be informed and supported in the educational process to help students discover their unique potential.

... our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

... our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

... the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

... the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4

Demographics 5
Student Achievement 6
District Culture and Climate 11
Staff Quality, Recruitment, and Retention 13
Curriculum, Instruction, and Assessment 15
Parent and Community Engagement 16
District Context and Organization 17
Technology 20
Priority Problem Statements 21
Comprehensive Needs Assessment Data Documentation 24
Goals 26
Goal 1: Excellence in Student Outcomes 26
Goal 2: Exceptional Workplace Climate 42
Goal 3: Quality Customer Service 47
Goal 4: Efficient Financial Stewardship 50
Goal 5: Safety in Schools- Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential. 54
Title I Personnel 58
District Funding Summary 59
Policies, Procedures, and Requirements 61

Comprehensive Needs Assessment

Revised/Approved: August 21, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

In the Spring of 2021, the district leadership along with our staff and community stakeholders engaged in a Strategic Planning Process. This process resulted in the creation of the district's Vision, Mission and Core Beliefs. Taylor ISD has adpoted 4 Stategic Goals: Excellence in Student Outcomes, Exceptional Workplace Climate, Quality Customer Service and Efficient Financial Stewardship. Each goal has multiple Critical Success Factors that guide the work of the district. Each quarter the Critical Success Factors are analyzed for progress.

A the end of the 2022-2023 school year, a review was done on the Balanced Score Card. Each goal and strategic priority were analyzed.

The top concerns were as follows:

1. Perfomance in Math on state assessment in grades 3-8 and Algebra I

2. Performance on English Laguage Arts in grades 3-8 and English I and II

3. Teacher Turnover rates in Taylor ISD was 28%

The root causes identified for the areas of concern were:

1. Teachers need explict training and implementation support in instructional strategies.

2. Curriculum resources that were not aligned from grade level to grade level and were not easily accessible.

3. The high percentage of teachers that were new to the profession

4. Lack of competitive compensation, combined with scarce affordable housing, combines to make retention of teachers challenging.

Demographics

Demographics Summary

Taylor ISD has 3103 students located on 6 campuses. The students' demographics are 64.36% Hispanic, 23.91% White, 7.51% African American, 3.16 % Two or More Races, .71% Asian, .16% Pacific Island, and .16% American Indian. The District is 57% Economically Disadvantaged, 13.51% LEP, 10.34% Special Education, and 6.4% Gifted and Talented. The district has a traditional High School as well as Early College High School. There is one middle school and three elementary schools.

Demographics Strengths

Taylor ISD has a diverse student population

Taylor ISD is focusing on college and career opportunities and readiness for all students

Taylor ISD has expanded CTE certification programs to better support local industry

Taylor ISD has strong partnerships with community and local businesses

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a performance gap between our Economically Disadvantaged Students and the non-Economically Disadvantaged Students.
Root Cause: Lack of explicit instruction and vocabulary development.

Problem Statement 2 (Prioritized): There is a performance gap between our ESL Students and our the all student group.
Root Cause: Lack of explicit instruction and vocabulary development.

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.
Root Cause: Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 4 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause: Lack of technology and connectivity to our students.

Problem Statement 5 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.
Root Cause: TISD was closed from March 2020 until the end of 2020 school year.

Student Achievement

Student Achievement Summary

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 1.1: Prioritize the ongoing refinement of curriculum, instruction, and professional development.

Taylor ISD has continued to adjust the aligned curriculum to the needs of student accountability. As well, the percentage of students failing one or more courses decreased at the middle school and high school because of increased interventions and teacher communication to parents. Out of necessity, the curriculum of the 2nd semester was drastically adjusted to meet the needs of learners and improve student performance on end of year assessments.

Direct professional development support improved through teacher planning time. Enhancing the learning experience through routines/procedures and relationships remains a priority. This CSF is marked as "on track."

Spring 2023				
Campus	**Test**	**Approaches%**	**Meets %**	**Masters%**
District	ENG2	20%	35%	5%
	ENG I	18%	30%	8%
	BIO	38%	31%	10%
	ALG I	39%	16%	9%
	USH	33%	33%	24%
STATE	ENG2	18%	47%	9%
	ENG I	16%	40%	14%
	BIO	31%	37%	22%
	ALG I	33%	21%	24%
	USH	24%	32%	39%
Legacy	ENG2	97%	97%	22%
Legacy	ENG I	3%	54%	22%
Legacy	BIO	22%	40%	25%
Legacy	ALG I	44%	9%	4%

Spring 2023				
Legacy	USH	3%	37%	57%
THS	ENG2	22%	31%	3%
THS	ENG I	19%	27%	6%
THS	BIO	41%	30%	8%
THS	ALG I	42%	14%	4%
THS	USH	37%	32%	19%
TMS	ALG I	23%	28%	35%
NPE	3rd RLA	29%	21%	8%
NPE	4th RLA	31%	20%	15%
MSI	5th RLA	33%	20%	9%
TMS	6th RLA	32%	23%	9%
TMS	7th RLA	29%	25%	10%
TMS	8th RLA	36%	22%	17%
NPE	3rd Math	29%	18%	9%
NPE	4th Math	24%	17%	9%
MSI	5th Math	32%	18%	7%
TMS	6th Math	43%	13%	3%
TMS	7th Math	33%	20%	2%
TMS	8th Math	31%	23%	3%
MSI	5th Sci	22%	16%	8%
TMS	8th Sci	29%	27%	6%
TMS	8th SS	20%	13%	7%
Summer 2023	**Test**	**Approaches%**	**Meets %**	**Masters%**
District	ENG2	9%	9%	0%
	ENG I	20%	1%	0%
	BIO	43%	3%	0%
	ALG I	21%	0%	0%
	USH	44%	0%	11%

Spring 2023				
	ENG2	16%	5%	0%
	ENG I	17%	4%	0%
	BIO	51%	5%	1%
	ALG I	21%	1%	0%
STATE	USH	45%	11%	8%
Legacy	ENG2	100%	10%	0%
THS	ENG2	9%	7%	0%
Legacy	ENG I	40%	0%	0%
THS	ENG I	19%	1%	0%
TELPAS	Beinging	Intermidate	Advanced	Advanced High
1st	0%	0%	100%	0%
2nd	13%	71%	13%	3%
3rd	15%	55%	30%	0%
4th	19%	40%	36%	6%
5th	8%	37%	48%	8%
6th	7%	44%	47%	2%
7th	14%	54%	30%	3%
8th	5%	49%	38%	8%
9th	7%	45%	41%	7%
10th	2%	54%	41%	2%
11th	0	56%	39%	6%
12th	6%	50%	39%	6%

Critical Success Factor 1.2: Annually increase the percentage of students engaged in school.

In addition to athletics, fine arts, and academic UIL organizations, both the high school and the middle school significantly increased opportunities for students to be involved in school beyond the classroom. We approximate that 65% of middle school students and 55% of high school students were engaged in a school activity

beyond the classroom. We are marking this CSF "on track."

Critical Success Factor 1.3: Annually increase the percentage of students meeting College and Career Readiness Standards.

Taylor ISD significantly improved the metrics associated with this CSF and it is important to note TEA will not recognize our work in campus grading until 2024. The percent of students meeting CCMR standards will exceed the goal of 76% this year. The number of students taking an AP test increased from 98 students to 171 to represent 20%. 25% of students in Taylor ISD took an AP or Dual Credit course in the 2022-23 school year. 364 students earned industry based certifications in the 2022-23 school year. This CSF is "meeting expectations" because our strategies have increased every metric in this CSF.

Critical Success Factor 1.4: Annually increase the percentage of students demonstrating growth on state assessments: ELAR, Math, Social Studies, Science.

Based upon Renaissance universal screener and TEA Interim Assessments, students showed growth by an average of 0.7 years of growth in Reading and 1.3 years in Math. During this second year of the balanced scorecard, the district significantly increased the ability of teacher teams to respond to data and highly monitored instruction that was tied to accountability. Campus leaders created and modeled high leverage lesson formats to equip teachers for success. Evidence of progress monitoring and walkthrough processes increased in the 2nd semester through tools and an increase in district leader engagement. This was most evident in math, where 4th graders grew by 2.6 years in two school years. While those same 4th graders grew by 2.2 years in Reading during that time span, more work is needed to build literacy throughout the district. Due to a combination of student academic growth and implementation of curriculum, we designate this CSF as "on track."

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.
Root Cause: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 2 (Prioritized): Students that meet or exceed progress growth measures in reading and math are not consistently improving.
Root Cause: Lack of use of prior year assessment data to make instructional decisions.

Problem Statement 3 (Prioritized): The " Meets Expectations" percentage of students ELA and Math scores need improvement.
Root Cause: Lack of understanding of the level of rigor attached to "meeting expectations" on the STAAR/EOC assessments.

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools.
Root Cause: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.
Root Cause: Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 6 (Prioritized): Increase the numbers of students that are college, career, and/or military ready.
Root Cause: Low numbers of students taking college entrance exams and lack of awareness of career opportunities

Problem Statement 7 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause: Lack of technology and connectivity to our students.

Problem Statement 8 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.
Root Cause: TISD was closed from March 2020 until the end of 2020 school year.

District Culture and Climate

District Culture and Climate Summary

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 2.1: Annually increase the percentage of teachers/staff who indicate a positive morale in annual staff surveys.

Campus by campus staff surveys indicated a growth in staff members reporting positive morale from an average of 3.28 (2021) to 3.66 (2022) to 3.97 (2023) on a 1-5 scale. All campuses showed growth in morale except for Naomi Pasemann Elementary which showed a slight decrease. Overall themes that kept morale from being higher related to the demands of the profession and a lack of communication from leadership.

As well, 74% of employees stated they are proud to work for Taylor ISD which is a 1% decrease from last year. When discussing the source of pride, teachers/staff indicated that a sense of cohesiveness (small town feel) and focus on students led to their affirmative responses. In comparison to our baseline year, we are marking this CSF as "on track."

Critical Success Factor 2.2: Annually increase the percentage of teacher and staff engagement.

Staff responding to feeling involved in decision making based upon 2022 and 2023 campus surveys indicated steady progress by improving slightly from a 4.0 to 4.1 on a scale of 1-5. While staff commented that there was positive opportunities for feedback, a theme for improvement was the timeliness of communication on decisions. Additionally, the district seeks to improve teacher engagement in district initiatives to improve student achievement.

We are marking this CSF as "on track."

Critical Success Factor 2.3: Annually increase the percentage of teachers remaining part of the Taylor ISD team.

Taylor ISD MET expectations when it came to providing year long new teacher support and mentoring opportunities. Morale and staff engagement

improved, and while turnover remains above 20%, the district has reduced employee feedback that reflects “push factors.” While there are many national and societal factors contributing to this item, the leadership of Taylor ISD continues to hold themselves accountable to the success of goals and success factors established by the Board of Trustees. More importantly, 70% of teachers stated they would recommend Taylor ISD as a place to work which is an increase over last year’s 52%. This puts this CSF at “on track.”

Critical Success Factor 2.4: Annually increase the operational effectiveness of the district (safety).

Taylor ISD successfully completed all Texas State Safety Audits. The district continues to ensure students and staff know to keep doors closed. We continue to remind students not to open doors for visitors and alert the campus of safety needs. We designate this CSF as “meeting expectations.”

District Culture and Climate Strengths

Taylor ISD is a safe nurturing district that provides a wide range of extra-curricular activities as well as providing an aligned viable curriculum. On the TISD staff survey, felt their campus environment was positive or very positive. All campuses have a Campus Emergency Response Team in place and all staff participate in monthly safety drills. A comprehensive safety audit of the district is conducted every three years.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students.
Root Cause: Lack of consistent of RtI procedures across the district.

Problem Statement 2 (Prioritized): Consistent expectations district wide for Positive Behavior, Classroom management, Social and Emotional Learning and Restorative Practices.
Root Cause: Each campus has different behavior expectations and communication practices to parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district participates in selected association meetings, conferences, and job fairs that target administrators, math, science, ESL, and bilingual certified teachers. Current education research indicates new teachers entering the profession are at an all time low (nea Today, 2016). Salaries are a significant factor in teacher recruitment as well as retention, especially as new teachers, as they realize the highly demanding commitments required beyond the actual school day and week for planning, professional development, and classroom preparation.

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 3.1: Annually increase the percentage of parent engagement.The district and campus noticeably increased outreach efforts to families, improved campus events at campuses, improved campus to home communication, and improved communication efforts. A parent survey indicated the district improved from a 3.5 to a 3.8 on a survey that scaled between 1-5. We are marking this CSF as "on track."

Critical Success Factor 3.2: Annually increase the percentage of student satisfaction with school experiences. Professional development opportunities were provided and routine campus visits took place and the district implemented stronger systems for walkthroughs. This system will include even more accountability on the campus administrative team through form monitoring which was implemented in the Spring of 2023. However, the campuses did not quantify the data with a student survey. This will be done in the 2023-24 school year.We are marking this CSF as "on track."

Critical Success Factor 3.3: Annually increase the percentage of staff satisfactionCampus by campus staff surveys indicated a growth in staff members reporting positive morale from an average of 3.28 (2021) to 3.66 (2022) to 3.97 (2023) on a 1-5 scale All campuses showed growth in morale except for Naomi Pasemann Elementary which reported a .5 decline each at mid-year.An end of year employee engagement survey indicated that 52% of staff surveyed indicated that they "believe in the strategic direction of the superintendent," last year and 66% answered yes to that prompt this year. Last year, only 62% indicated that they "felt valued at work" and this year 66% stated they "agreed or strongly agreed."

As well, exactly 76% of employees stated they are proud to work for Taylor ISD for the second year in a row. While we implemented all strategies outlined, we do not have a baseline year to compare to, we are marking this CSF as "on track."

Staff Quality, Recruitment, and Retention Strengths

The district has an established partnership with the Taylor Educational Enrichment Foundation which offers grants for innovative practices. The district attends multiple job fairs at Tier 1 universities, and has increased the social media recruiting efforts through Facebook, and Twitter. Taylor ISD has implemented a district-wide mentoring program for new teachers. Taylor ISD is a District of Innovation (DOI) which allows flexibility with hiring high demand and/or hard to fill areas as well as out-of-state applicants. TISD paid all staff a retention bonus for returning for the 2022-2023 school year. Taylor ISD as entered into a partnership with Teachworthy to assist our instructional assistants in earning a college degree.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): TISD continues to have to train new teachers every school year to acclimate to the profession
Root Cause: TISD has a higher turnover rate as compared to the state rate.

Problem Statement 2 (Prioritized): TISD has a gap in 6-10 years teachers of experienced teachers as compared to the state
Root Cause: Increased mentoring and support program needed for all teachers.

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.
Root Cause: Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 4 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.
Root Cause: Staff lacks strategies to increase learning acquisition in special needs students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TISD provides a guaranteed viable curriculum with a scope and sequence in place through the use of TEKS resourse system. Class sizes are lower than the state average. Accelerated instruction is provided on all campuses daily. The district is a data-driven district that supports the use of backwards design, formative assessments, and universal screeners to drive instructional decisions and close learning gaps. These targeted instructional decisions are developed through the analysis of assessment data through calendared data meetings. District administrators meet regularly with campus administrators to monitor progress on campus improvement plans, district initiatives and instructional goals.

Curriculum, Instruction, and Assessment Strengths

Instructional specialists provide support through the coaching model, such as professional development opportunities for teachers who need support based on data and/or classroom management. The district is committed to adding additional Curriculum support in the ESL/Dual Language Areas and the development of RtI procedures.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.
Root Cause: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 2 (Prioritized): Inconsistent Lesson Planning tools used across the district.
Root Cause: Each campus has different planning expectations.

Problem Statement 3 (Prioritized): Lack of consistent Academic RtI procedures among different campuses.
Root Cause: Different procedures at each campus.

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools.
Root Cause: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.
Root Cause: Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 6 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.
Root Cause: Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 7 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause: Lack of technology and connectivity to our students.

Problem Statement 8 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.
Root Cause: TISD was closed from March 2020 until the end of 2020 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

The district seeks input from parents and community members through a variety of venues to help increase communication and involvement to ensure student success. District and campus level parent involvement guidelines are created with stakeholder input and included in campus handbooks. In addition to seeking input through Campus parent meetings and the District Educational Improvement Committee, parent surveys are used to help the district ensure an inviting environment that encourages a strong partnership between the parents and the school district. The district reaches out to parents through home visits, Parent Educational Summits, mentoring, and after-school activities.

Parent and Community Engagement Strengths

TISD campuses offer opportunities for parent and family engagement to strengthen academic achievement. In order to build a dynamic home-school partnership, campuses offer events such as: monthly family nights, Open house, Literacy night, Fall Festivals, and Spring Carnivals.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent attendance at district academic events.
Root Cause: Lack of communication to parents about the event

Problem Statement 2 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause: Lack of technology and connectivity to our students.

Problem Statement 3 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.
Root Cause: TISD was closed from March 2020 until the end of 2020 school year.

District Context and Organization

District Context and Organization Summary

We have a revised the district wide organization chart to delineate clear lines of authority and implementation. Each campus has reviewed their master schedule and changes were made to maximize instructional time. Each campus offers an opportunity for students to receive individuaulizded instruction.

The District CNA committee saw a consistent trend across the district and developed a goal for the Federal funding application under Commissioner Morath's Priority I - Recruiting, Supporting, and Retaining teachers and principals. Specific programs/activities aligning with this priority include quality mentoring for new teachers, instructional support in best practices, support in building relationships and behavior management, and leadership coaching for principals.All activities are aligned in Campus and/or District CIP's, supported with local/state and/or federal funding. Federal funding compliance monitored by Federal Programs Office.

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 4.1: Coherent Budget Development, Adoption, and Management Processes

The 2022-23 budget was created based on projected revenue and instructional needs that align to Board Adopted Goals. The finalized budget was adopted in June of 2022. For the 3rd consecutive year, the district will carry a balanced budget and an increase in fund balance. Budgets were reviewed every month for the Board of Trustees to assure maintaining a balanced budget. While the majority of budget managers spent more than their allocated budgets, each function of the district budget remained in line with expenditures and revenue.

Due to our preliminary FIRST rating, we designate this CSF as "meeting expectations."

Critical Success Factor 4.2: Utilize staffing efficiencies to create competitive teacher and staff compensation.

End-of-the-year vacancies caused the district to ask non-classroom certified teachers to go back into the classroom. This enabled some positions to be collapsed thereby releasing the previously dedicated position funding for 2022-2023 compensation consideration.

While we continue to work on teacher retention, only 38% of all resignations involve moving to another district and only 18% of all resignations are moving to a local district. Due to this, we designate this CSF as "on track."

Critical Success Factor 4.3: Improve operational effectiveness and efficiency.

The district has improved customer service of work orders through the support operations staff. Additionally, vacancies continue to be filled during the 22-23 school year at a pace that leaves no vacancies at the classroom level.

Due to management of vacancies and work order completion, we designate this CSF as "meeting expectations."

Critical Success Factor 4.4: Communication of Financial Critical Success Factors

Communication of Financial Critical Success Factors were touched on in day-to-day correspondence that include listening to the needs of a campus from their perspective and what changes can be made for improvement while assuring purchasing and procurement standards are followed.

Due to a consistently clean audit, we designate this CSF as "meeting expectations."

District Context and Organization Strengths

Taylor ISD through community support has developed a strategic plan with purposeful goals. The district has a designated belief system with a strong mission and vision.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction.
Root Cause: Need for strong campus staff to focus on district and campus goals.

Problem Statement 2 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.
Root Cause: Alignment with new state requirements and possible areas identified as needs by district leadership and security personnel.

Problem Statement 3: There is a need to review, analyze, and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported by bond funds.
Root Cause: Lack of increased funding from the state.

Technology

Technology Summary

The Technology Department at Taylor ISD strives to provide innovative solutions to promote student achievement. Taylor ISD provides personalized and blended learning opportunities through district-supported screener assessments and tiered online intervention programs that are personalized to the individual student's needs. Many of our online programs utilize single sign on options, offering ease of access for both students and staff, while also providing valuable usage data to help us as we evaluate programs. Our infrastructure is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during and outside of the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

Technology Strengths

TISD is aggressively working to incorporate technology in the hands of all students. The district is continuing to support the maintenance and renewal of technology.

1. Digitizing paper processes;
2. 1:1 student device ratio at all campuses
3. Promote innovation through collaborative learning environment;
4. Full wireless internet coverage on all district campuses.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause: Lack of technology and connectivity to our students.

Priority Problem Statements

Problem Statement 1: There is a performance gap between our Economically Disadvantaged Students and the non-Economically Disadvantaged Students.
Root Cause 1: Lack of explicit instruction and vocabulary development.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a performance gap between our ESL Students and our the all student group.
Root Cause 2: Lack of explicit instruction and vocabulary development.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students that meet or exceed progress growth measures in reading and math are not consistently improving.
Root Cause 3: Lack of use of prior year assessment data to make instructional decisions.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The " Meets Expectations" percentage of students ELA and Math scores need improvement.
Root Cause 4: Lack of understanding of the level of rigor attached to "meeting expectations" on the STAAR/EOC assessments.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Implementation of Reading and Math interventions need to be improved at our elementary schools.
Root Cause 5: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.
Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students.
Root Cause 6: Lack of consistent of RtI procedures across the district.
Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: Consistent expectations district wide for Positive Behavior, Classroom management, Social and Emotional Learning and Restorative Practices.
Root Cause 7: Each campus has different behavior expectations and communication practices to parents.
Problem Statement 7 Areas: District Culture and Climate

Problem Statement 8: TISD continues to have to train new teachers every school year to acclimate to the profession
Root Cause 8: TISD has a higher turnover rate as compared to the state rate.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: TISD has a gap in 6-10 years teachers of experienced teachers as compared to the state
Root Cause 9: Increased mentoring and support program needed for all teachers.
Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: TISD needs to increase focus on bilingual and ESL teacher recruitment.
Root Cause 10: Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.
Problem Statement 10 Areas: Demographics - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 11: Inconsistent Lesson Planning tools used across the district.
Root Cause 11: Each campus has different planning expectations.
Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Low parent attendance at district academic events.
Root Cause 12: Lack of communication to parents about the event
Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.
Root Cause 13: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.
Problem Statement 13 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 14: Although Special Education Performance has shown small improvements, the results are not significant.
Root Cause 14: Staff lacks strategies to increase learning acquisition in special needs students.
Problem Statement 14 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 15: Lack of consistent Academic RtI procedures among different campuses.
Root Cause 15: Different procedures at each campus.
Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: Increase the numbers of students that are college, career, and/or military ready.
Root Cause 16: Low numbers of students taking college entrance exams and lack of awareness of career opportunities
Problem Statement 16 Areas: Student Achievement

Problem Statement 17: TISD needs to increase student access to the technology needed to be successful in online assessment.
Root Cause 17: Lack of technology and connectivity to our students.
Problem Statement 17 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology

Problem Statement 18: TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.
Root Cause 18: TISD was closed from March 2020 until the end of 2020 school year.
Problem Statement 18 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement

Problem Statement 19: Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction.
Root Cause 19: Need for strong campus staff to focus on district and campus goals.
Problem Statement 19 Areas: District Context and Organization

Problem Statement 20: There is a need to continue revisiting and improving efforts with safety and security for the district.
Root Cause 20: Alignment with new state requirements and possible areas identified as needs by district leadership and security personnel.
Problem Statement 20 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 18, 2023

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Prioritize the ongoing refinement of curriculum, instruction and professional development to result in a completed curriculum for all core content areas by 2025. Progress will be measured showing a decrease in students failing one or more courses.

High Priority

Evaluation Data Sources: Attendance Rates
Interim Progress and Report Card Failures
Curriculum Documents
Student and Staff Survey Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop a vertically aligned curriculum with high quality instructional materials. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** Campus Principals **Funding Sources:** - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to implement professional development focused a data driven instruction and ensure the instructional specialists are available to assist with data-driven instructional planning, in-class instructional support, and professional development for teachers. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** Teaching and Learning Director Instructional Specialists **Funding Sources:** - 211 Title 1 Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Enhance the learning experience through innovative and engaging instructional strategies such blended learning and 1-1 technology. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Teaching and Learning Campus Administrator Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Enhance implementation of Elementary Literacy Framework to deepen teacher understanding of the Science of Teaching Reading so that teachers can provide effective literacy instruction. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Assistant Superintendent of Workplace Climate and Federal Programs-Elementary Teaching and Learning Director Campus Administrators Instructional Specialists				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Ensure 100% of K-3 Teachers and Principals complete the Reading Academies, as outlined in HB 3 by 86th Legislature. **Strategy's Expected Result/Impact:** Teachers and principals will have increased knowledge and skills in the science of teaching and reading instruction. **Staff Responsible for Monitoring:** Assistant Superintendent of Workplace Climate and Federal Programs-Elementary **Funding Sources:** Region 13 - 282 ESSER III-American Rescue Plan				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Implementation of Mathematics Framework to deepen teacher understanding of the research-based instructional strategies so that teachers can provide effective mathematics instruction. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Teaching and Learning Director Campus Administrators Instructional Specialist **Funding Sources:** - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Provide instructional resources and professional development aligned to the district's instructional resources. **Strategy's Expected Result/Impact:** Teachers have the needed resources and training to effectively implement the districts curriculum. **Staff Responsible for Monitoring:** Teaching and Learning Director Coordinator of Campus Academic Support Instructional Specialists				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Annually increase the percentage of students engaged in school.
- Increase secondary engagement in organizations, activities, and clubs from 30% to 75% by 2025.
- Increase the number of academic recognition opportunities at the elementary and middle school level.

Evaluation Data Sources: Attendance rates.
Percent of Taylor ISD students engaged in organizations, activities, clubs.
Walkthrough feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute a recruitment strategy for clubs, organizations, and activities. **Strategy's Expected Result/Impact:** Increase in secondary engagement Increase Student Outcomes **Staff Responsible for Monitoring:** Secondary Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create opportunities for all students to enroll in UIL, academic, or student-interest clubs, organizations, activities. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** Teaching and Learning Director Campus Administrators UIL Campus Coordinators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Establish CTSO's for CTE Programs of Study on campus. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Secondary Campus Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Develop a CSF 1.2 team to develop a measurement strategy. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Develop a review and needs assessment related to clubs and organizations. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** District Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Establish expectations for community service throughout each club, organization, activity. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** Campus Administrators				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Annually increase the percentage of students meeting College and Career Readiness Standards.
- Increase the percent of students completing CTE coherent course sequence from 32% to 50% by 2025.
- Increase the percent of students enrolled in dual credit and advanced placement from 33% to 50% by 2025.
- Increase the percent of students taking an AP exam from 14% to 25% by 2025.
- Improve the percentage of graduates that meet CCMR criteria from 58% to 76% by 2025.
- Improve the number of PSAT/NMSQT merit scholars and recognitions from 0 to 10 by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Percent of students engaged in dual credit and advanced placement courses.
Percent of students completing CTE coherent course sequence.
Percent of students gaining industry certifications.
Percent of students participating in SAT/ACT/TSIA2.
Mean score of SAT/ACT/TSIA2.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing high - quality professional development for counseling staff on effective advising practices.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Secondary Administrators Secondary Counselors	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create and sustain an AP Ambassador program.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** District Leadership Secondary Administrators	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Create progress monitoring processes for each grade level to help guide intervention and enrichment processes.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** District Teaching and Learning Campus Administrators	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Integrate SAT style materials in math and English courses at the high school level.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** District Teaching and Learning Campus Administrators	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement Effective Advising Framework on all campuses to establish K - 12 CCMR experiences for all students.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Campus Administrators	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Identify strategies to ensure that students are completing a sequence of courses within the program of study and achieving workforce certification.	Formative			Summative
Strategy's Expected Result/Impact: Increase in number of certifications achieved in a programs of study. Increase CCMR for all students Increase in number of completer and concentrator students within cohorts. **Staff Responsible for Monitoring:** Teaching and Learning Department Director of Behavioral Health & Student Services **Funding Sources:** - 244 Carl Perkins Grant	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Collaborate with Temple College, Texas State Technical College, and Durcon to implement P-TECH programs for Industrial Systems, Precision Machining, and Education and training.	Formative			Summative
Strategy's Expected Result/Impact: Implement a PTECH Program for students at Taylor High School. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Campus Administrators **Funding Sources:** - 282 ESSER III-American Rescue Plan	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Utilize EAF to develop a comprehensive plan for transitional milestones. **Strategy's Expected Result/Impact:** Minimize effects of a school transition as well as address issues related to students growth and drop-out prevention. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services District Administrators Campus Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Annually increase the percentage of students demonstrating growth on state assessments; ELAR, Math, Social Studies, Science.
- Increase the percentage of students reading at or above grade level from 26% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on Math state assessments at each level from 17% to 60% by 2025.
- Increase the percentage of students at or above grade level on science state assessments from 24% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on social studies state assessments from 14% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on TELPAS from 20% to 60% by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance
DRA
Renaissance 360 reports
System 44 TELPAS diagnostics
Read 180
Summit K-12
Campus Common Assessments
BOY STAAR
STAAR Interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create progress monitoring processes for each grade level to help guide intervention and enrichment processes. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Teaching and Learning Director Coordinator of Student Services Campus Administrators **Funding Sources:** - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Reinforce and measure the alignment of objectives and success criteria in classroom walkthroughs to state standards (TEKS). **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Coordinator of Campus Academic Success Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide training to teachers on data desegregation that allows targeted instruction for students in Tier 1 and 2 instruction. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Teaching and Learning Director Campus Administrators Instructional Specialists **Funding Sources:** - 211 Title 1 Part A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Develop walkthrough feedback form that aligns with the Effective School Framework and evaluate written versus implemented practices. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Teaching and Learning Director Coordinator of Campus Academic Success Campus Administrators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Continue to use the Renaissance as the district's universal screener for grades 1-12 and implement protocols for data analysis and actions plans with fidelity. **Strategy's Expected Result/Impact:** Establish a baseline of student achievement data to determine student progress and growth toward STAAR and measure growth over time. **Staff Responsible for Monitoring:** Teaching and Learning Coordinator of Accountability Campus Principals **Funding Sources:** Renaissance - 211 Title 1 Part A				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Using Federal Funds, ESSER III and Title 1, to expand staffing and instructional resources to support Tier II and Tier III interventions. **Strategy's Expected Result/Impact:** Increased support for students in need of interventions. **Staff Responsible for Monitoring:** Teaching and Learning Department Coordinator of Student Services Campus Principals **Funding Sources:** Salary - 282 ESSER III-American Rescue Plan, Resources - 211 Title 1 Part A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Implement interventions for students who are at risk of failing or losing academic credit due to failing grades or truancy. In addition, attend professional development opportunities that are based on research-based interventions for classrooms and the MTSS process. **Strategy's Expected Result/Impact:** Recovery of student learning loss as well as credits for secondary students. **Staff Responsible for Monitoring:** Teaching and Learning Department Director of Behavioral Health & Student Services Coordinator of Student Services Campus Principals **Funding Sources:** Salary and Training - 282 ESSER III-American Rescue Plan				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 5: Close gaps in student STAAR performance between all students and accountability student groups to meet the required rate.

High Priority

Evaluation Data Sources: STAAR 2021 Data
STAAR 2022 Data
STAAR 2023 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus PLC's will disaggregate data to identify gaps among demographic groups using benchmarks and curriculum based assessments in all core content areas. **Strategy's Expected Result/Impact:** Disaggregated reports that will help to guide instruction. **Staff Responsible for Monitoring:** Teaching and Learning Department Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus LPAC's will review results of STAAR, local screeners and assessments, and TELPAS to make recommendations classroom interventions. **Strategy's Expected Result/Impact:** Increased Achievement of ELL students. **Staff Responsible for Monitoring:** Teaching and Learning Department Campus Administrators Campus LPAC Representative				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Work collaboratively with Region XII Migrant Education Program to track progress of students in Migrant Education Program. **Strategy's Expected Result/Impact:** Increased achievement of migrant students **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services ESC Region XIII Migrant Recruiter Campus Administrators Campus Counselors **Funding Sources:** ESC Region 13 SSA Funds - 212 Title 1 Part C-Migrant				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Work collaboratively with Region XII staff to review the Priority of Service list of monthly migrant students and develop an action plan for each student identified with the specific academic area. **Strategy's Expected Result/Impact:** Migrant student will receive the SSA support needed. **Staff Responsible for Monitoring:** ESC XIII MEP Team Director of Behavioral Health & Student Services Campus Counselors Campus Administrators **Funding Sources:** - 212 Title 1 Part C-Migrant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 6: Meet TEA requirements for schools labeled as Comprehensive School Improvement

High Priority

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans submitted to TEA, Record of School Improvement Grant Activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Attend Targeted Improvement Plan/Effective Schools Framework training with Region 13 prior to developing intervention plans for the 2023-2024 school year. **Strategy's Expected Result/Impact:** Quality Targeted Improvement Plans submitted to TEA. **Staff Responsible for Monitoring:** Assistant Superintendent of Workplace Climate and Federal Programs-Elementary Assistant Superintendent of Student Outcomes - Secondary **Funding Sources:** - 199 General Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Participate in all required activities and site visits with Region 13 and TEA to document work as prioritized in the Targeted Improvement Plans. **Strategy's Expected Result/Impact:** Plans implemented with fidelity, documentation in place to support Effective Schools Framework **Staff Responsible for Monitoring:** Assistant Superintendent of Workplace Climate and Federal Programs-Elementary Assistant Superintendent of Student Outcomes - Secondary				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Partner with Texas Instructional Leadership to support the prioritized levers in Targeted Improvement Plans. **Strategy's Expected Result/Impact:** Aligned instructional leadership within campus leaders and district leaders to support teacher and student clarity. **Staff Responsible for Monitoring:** Assistant Superintendent of Workplace Climate and Federal Programs-Elementary Assistant Superintendent of Student Outcomes - Secondary Coordinator of Campus Academic Support				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 7: Use Technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, Surveys, Federal Budgets,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue to provide high quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments. **Strategy's Expected Result/Impact:** Increased teacher knowledge and skills of effective, digital, online instruction. **Staff Responsible for Monitoring:** Teaching and Learning Department **Funding Sources:** - 281 ESSER II, - 282 ESSER III-American Rescue Plan				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use stimulus fund to improve the district's technology capacity in order to improve student learning and ensuring preparation for online state testing. **Strategy's Expected Result/Impact:** Increase and improve district technology **Staff Responsible for Monitoring:** Director of Technology **Funding Sources:** - 281 ESSER II, - 282 ESSER III-American Rescue Plan				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement the use of promethean boards in elementary classrooms across the district. **Strategy's Expected Result/Impact:** Increase technology integration towards the 21st century classroom **Staff Responsible for Monitoring:** Director of Technology				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Annually increase the percentage of teachers/staff who indicate a positive morale in annual staff surveys.

High Priority

Evaluation Data Sources: Staff survey results.
Campus visits/rounding.
Mid-year Survey of District Educational Improvement Committee.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create teacher teams for workplace climate measurement. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** District Leadership Campus Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Annually increase the percentage of teachers and staff engagement.
- Increase the percentage of teachers and staff that feel involved in decision-making.

High Priority

Evaluation Data Sources: Staff survey results
Campus visits/rounding
Mid-year Survey of District Educational Improvement Committee
Campus Committee rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Empower principals to develop systems and opportunities for teachers to guide campus decision-making. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Review staff survey results through focus groups. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Leadership Team Principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 3: Analyze human resources systems and processes to support teacher recruitment, induction and retention. Annually increase teacher retention by 5% each year

High Priority

Evaluation Data Sources: Staff survey results
Turnover rate
Attendance rates
Staff enrolled in New to Profession Experiences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue to implement recommendations from the 2021 Staffing Study. Compensation will be adjusted accordingly. **Strategy's Expected Result/Impact:** Ensure consistent and stable staffing Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** Chief Financial Officer Assistant Superintendent of Operations **Funding Sources:** - 199 General Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use ESSER and Title II funding to offer retention bonuses and additional stipends to staff and hard to fill positions. **Strategy's Expected Result/Impact:** Ensure consistent and stable staffing Increase Student Outcomes and Create a Quality Student Experience **Staff Responsible for Monitoring:** District Leadership **Funding Sources:** - 282 ESSER III-American Rescue Plan, - 255 Title II Supporting Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Develop a teacher induction program. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** Assistant Superintendent of Operations				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide adequate support and mentoring opportunities. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Leadership Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Create and report out on 1st and 2nd year teacher workplace satisfaction at mid-year. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create an Exceptional Workplace Climate. **Staff Responsible for Monitoring:** District Leadership Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Administer Exit interviews and utilize the data to determine next steps for improvement with district and school leaders. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Student Experience Staff retention **Staff Responsible for Monitoring:** Assistant Superintendent of Operations				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 4: Annually increase operational excellence of the district by measuring the percentage of staff who feel safe at work.

High Priority

Evaluation Data Sources: Staff Survey Results
Safety Drill Results
Supervision Checks by District.

Strategy 1 Details	Reviews			
Strategy 1: Create and execute a teacher induction program.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Leadership Team				

Strategy 2 Details	Reviews			
Strategy 2: Create and execute an aspiring leadership program.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Leadership Team				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Quality Customer Service

Performance Objective 1: Engage families and the community to support student achievement and enhance district strategic goals.

Evaluation Data Sources: Survey results
Campus Calendar of Events and percent of parents attending
Campus-to-Home communications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use ESSER III and Title I funding to support family engagement activities. Each campus will receive an allocation to facilitate campus based activities. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience Increase Family Engagement Opportunities at each campus **Staff Responsible for Monitoring:** District Leadership Campus Leadership Parent Engagement Specialist **Funding Sources:** - 282 ESSER III-American Rescue Plan				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience Increased connections between family and supporting services provided **Staff Responsible for Monitoring:** District Leadership Campus Leadership Parent Engagement Specialist Director of Behavioral Health & Student Services				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Quality Customer Service

Performance Objective 2: Annually increase the percentage of student satisfaction with school experiences.
- Increase the percentage of students reporting feeling engaged to their education to tap into their unique potential.

High Priority

Evaluation Data Sources: Survey results
Campus visit/rounding

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop professional development opportunities to empower students to own their learning. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** District Teaching and Learning Campus Administrators Campus Instructional Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop walkthrough feedback processes to measure, reinforce, and highlight student empowerment. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Educational Experience **Staff Responsible for Monitoring:** District Teaching and Learning Campus Adminstrators				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Quality Customer Service

Performance Objective 3: Annually increase the percentage of staff satisfaction.
- Increase the percentage of staff reporting feeling engaged and informed about their school and district.

High Priority

Evaluation Data Sources: Survey results
Campus visits/rounding

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop processes to encourage teacher voice and address needs that improve the workplace climate. **Strategy's Expected Result/Impact:** Increase Student Outcomes and Create a Quality Workplace Environment **Staff Responsible for Monitoring:** District Leadership Campus Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

Evaluation Data Sources: Achieve Perfect FIRST Rating
Campus/Department budgets balanced
Timelines for budgets are followed

Strategy 1 Details	Reviews			
Strategy 1: Monthly board updates.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Quarterly bookkeeper reviews.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Adhere to purchasing processes outlined in finance handbook.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Routinely complete internal and external compensation analysis.	Formative			Summative
	Oct	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Utilize staffing efficiencies to create competitive teacher and staff compensation.
- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025.
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential.

High Priority

Evaluation Data Sources: Student/Staff ratio
Pay structure comparisons to surrounding Districts

Strategy 1 Details	Reviews			
Strategy 1: Create and execute a teacher induction program.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment **Staff Responsible for Monitoring:** District Administrators	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create and execute an aspiring leadership program.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment **Staff Responsible for Monitoring:** District Administrators	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Exit survey feedback indicating positive workplace experiences.	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment **Staff Responsible for Monitoring:** District Administrators	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 3: Improve operational effectiveness and efficiency.
- Overtime expenses will be reduced by 50% by 2025 based upon 2020-21 expenses.

Evaluation Data Sources: Work order turnaround
Energy Audit savings
Assessment of operational effectiveness

Strategy 1 Details	Reviews			
Strategy 1: Quarterly bookkeeper reviews.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Vacancies managed effectively.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Work orders managed and closed effectively.	Formative			Summative
	Oct	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 4: Communication of Financial Critical Success Factors
- Projected budgets will be balanced through 2025.

High Priority

Evaluation Data Sources: Clean Audit
Monthly Board Report
Legislative Updates

Strategy 1 Details	Reviews			
Strategy 1: Reduced bookkeeper journal entries.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Formula based budgets built upon campus goals and strategies.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategic spending based upon student needs.	Formative			Summative
	Oct	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Safety in Schools-
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 1: 100% of our students if needed will have access to a mental health care provider during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Impact Counseling
Bluebonnet Trails Community Services
Director of Behavioral Health & Student Services
Campus Counselors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The district will implement a vertically aligned character education program K-8 - Second Step. **Strategy's Expected Result/Impact:** Address Student emotional needs so that students can be more successful in the classroom. **Staff Responsible for Monitoring:** Campus Principals Director of Behavioral Health & Student Services **Funding Sources:** Salaries				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All campuses will be staffed with a social worker on-site to see students in need of social-emotional interventions. **Strategy's Expected Result/Impact:** Address Student emotional needs. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services **Funding Sources:** Consulting Fees - 282 ESSER III-American Rescue Plan				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All campuses within Taylor ISD will conduct monthly drills for fire evacuation, lockdown, lockout, and weather drills. **Strategy's Expected Result/Impact:** Increase preparedness of the event of a crisis situation. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Campus Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Implement and train an anonymous reporting system for students, staff, and/or community members to report incidents of bullying or unsafe behavior. **Strategy's Expected Result/Impact:** An anonymous reporting system used to to support school safety. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services **Funding Sources:** - 199 General Funds				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Develop and implement processes for the use of campus-based behavioral threat assessment teams in accordance with SB11. **Strategy's Expected Result/Impact:** Threat assessment teams implemented with fidelity at all campuses. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services **Funding Sources:** - 282 ESSER III-American Rescue Plan				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Identify, implement, and/or refine strategies to address mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with SB 11. **Strategy's Expected Result/Impact:** Improved student well being, **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services **Funding Sources:** - 282 ESSER III-American Rescue Plan				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Safety in Schools-
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 2: The district will increase opportunities to engage parents, families, communities, and businesses as partners in schools to promote academic success for all by providing at least 3 Family and Engagement Activities during the 2022--2023 school year.

High Priority

Evaluation Data Sources: Agendas
Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Involve parents and community in goal setting for improvement plans, parent involvement policies, safety, facilities, health and other issues and continue with online surveys and in person meetings. **Strategy's Expected Result/Impact:** Increase Communication to all stakeholders and gather community input. **Staff Responsible for Monitoring:** District Staff Campus Principal Federal Programs **Funding Sources:** Parent Events				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In conjunction with Opportunities for Williamson County, the district will ensure that our Pre-K to K school-wide campus is providing strategies to families for assisting preschool children in the transition from early childhood programs to elementary school. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Elementary Campus Principals **Funding Sources:** - 211 Title 1 Part A				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety in Schools-
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 3: In accordance with SB 1707, the District will coordinate with District Campus Behavior Coordinators and other district employees to ensure security officers are only tasked with duties related to law enforcement intervention and not with behavioral issues that are better addressed by district employees.

Evaluation Data Sources: Student Discipline Data
Campus Processes and Procedures

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Refine and implement the district emergency operations plan. **Strategy's Expected Result/Impact:** Improve district and campus reporting protocols for emergencies. **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Assistant Superintendent of Student Outcomes Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide ongoing professional development for campus administrators and school safety personnel. **Strategy's Expected Result/Impact:** Provide alignment of policies and procedures **Staff Responsible for Monitoring:** Director of Behavioral Health & Student Services Assistant Superintendent of Student OUtcomes				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Cindy Terrazas	Early Childhood Literacy	Title 1	1
Daphnie Knapek	Coordinator of Student Supports	Effective Schools Framework Grant	1
Dianoly Cancel	Bilingual Instructional Specialist	Title 1	1
Janine DeLuna	Math Framework Specialist	Title 1	1
John Matthews	Parent Engagement Specialist	Title 1	1
Kelly Bachmayer	TMS Interventionist	Title 1	1
Kimberly Jordan	Secondary Instructional Coach	Title 1	1
Megan Wendler	Secondary Academic Dean	Title 1	1
Sara Shurtz	Literacy Specialist	Title 1	1
Yolana Watson	Homeless Liaison	Mc Kinney Vento Grant-Region 13	.5

District Funding Summary

199 General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
2	3	1			$0.00
5	1	4			$0.00
				Sub-Total	$0.00
211 Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	6			$0.00
1	4	1			$0.00
1	4	3			$0.00
1	4	5	Renaissance		$0.00
1	4	6	Resources		$0.00
5	2	2			$0.00
				Sub-Total	$0.00
212 Title 1 Part C-Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3	ESC Region 13 SSA Funds		$0.00
1	5	4			$0.00
				Sub-Total	$0.00
244 Carl Perkins Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	6			$0.00
				Sub-Total	$0.00

255 Title II Supporting Effective Instruction					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2			$0.00
				Sub-Total	$0.00
281 ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$0.00
1	7	2			$0.00
				Sub-Total	$0.00
282 ESSER III-American Rescue Plan					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	5	Region 13		$0.00
1	1	6			$0.00
1	3	7			$0.00
1	4	1			$0.00
1	4	6	Salary		$0.00
1	4	7	Salary and Training		$0.00
1	7	1			$0.00
1	7	2			$0.00
2	3	2			$0.00
3	1	1			$0.00
5	1	2	Consulting Fees		$0.00
5	1	5			$0.00
5	1	6			$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

PEIMS FINANCIAL STANDARD REPORT

2019-2020 FINANCIAL ACTUAL INFORMATION

2022 - 2023 Actual Financial Data
Totals for TAYLOR ISD (246911)
Total Enrolled Membership: 3,106

	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)	$20,751,175	62.34%	$6,681	$20,751,175	46.58%	$6,681	$28,691,872,133	40.66%	$5,214
State Operating Funds	$10,173,396	30.56%	$3,275	$13,021,867	29.23%	$4,192	$23,719,158,787	33.61%	$4,310
Federal Funds	$870,488	2.61%	$280	$8,123,162	18.23%	$2,615	$14,132,922,804	20.03%	$2,568
Other Local	$1,494,658	4.49%	$481	$2,652,732	5.95%	$854	$4,021,402,796	5.70%	$731
Total Operating Revenue	$33,289,717	100.00%	$10,718	$44,548,936	100.00%	$14,343	$70,565,356,520	100.00%	$12,822
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$7,386,959	88.79%	$2,378	$10,181,652,781	86.55%	$1,850
State Assistance for Debt Service	$0	0.00%	$0	$191,927	2.31%	$62	$388,614,109	3.30%	$71
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$177,890	2.14%	$57	$314,731,759	2.68%	$57
Other Receipts (excluding debt service financing)	$562,319	100.00%	$181	$563,042	6.77%	$181	$879,081,869	7.47%	$160
Total Other Revenue	$562,319	100.00%	$181	$8,319,818	100.00%	$2,679	$11,764,080,518	100.00%	$2,138
Subtotal: Operating and Other Revenue	$33,852,036	100.00%	$10,899	$52,868,754	100.00%	$17,021	$82,329,437,038	100.00%	$14,960
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$4,520,744,064	100.00%	$821
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,520,744,064	100.00%	$821
Subtotal: Operating, Other and Recaptured Revenue	$33,852,036	100.00%	$10,899	$52,868,754	100.00%	$17,021	$86,850,181,102	100.00%	$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$6,064	0.35%	$2	$2,519,285,839	48.45%	$458
Estimated State TRS Contributions	$1,732,519	100.00%	$558	$1,732,519	99.65%	$558	$2,680,158,246	51.55%	$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,732,519	100.00%	$558	$1,738,583	100.00%	$560	$5,199,444,085	100.00%	$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$35,584,555	100.00%	$11,457	$54,607,337	100.00%	$17,581	$87,528,881,123	100.00%	$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$24,660,299	83.45%	$7,940	$30,813,760	76.93%	$9,921	$53,061,122,304	77.83%	$9,642

2022 - 2023 Actual Financial Data
Totals for TAYLOR ISD (246911)
Total Enrolled Membership: 3,106

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$2,407,257	8.15%	$775	$4,986,796	12.45%	$1,606	$6,951,471,452	10.20%	$1,263
Supplies & Materials (Object 63xx)	$1,634,724	5.53%	$526	$3,319,856	8.29%	$1,069	$6,000,809,548	8.80%	$1,090
Other Operating Expenditures (Object 64xx)	$849,203	2.87%	$273	$931,522	2.33%	$300	$2,164,945,111	3.18%	$393
Total Operating Expenditures by Object	$29,551,483	100.00%	$9,514	$40,051,934	100.00%	$12,895	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$62,503,609	0.26%	$11
Debt Services (Object 65xx)	$271,730	58.90%	$87	$5,037,858	67.74%	$1,622	$11,163,943,942	46.06%	$2,029
Capital Outlay (Object 66xx)	$189,579	41.10%	$61	$2,399,302	32.26%	$772	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Object	$461,309	100.00%	$149	$7,437,160	100.00%	$2,394	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	$30,012,792	100.00%	$9,663	$47,489,094	100.00%	$15,289	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$15,660,126	52.99%	$5,042	$20,660,539	51.58%	$6,652	$37,694,253,296	55.29%	$6,849
Instructional Resources & Media Services (Function 12)	$316,354	1.07%	$102	$320,919	0.80%	$103	$666,798,594	0.98%	$121
Curriculum & Staff Development (Function 13)	$148,271	0.50%	$48	$751,017	1.88%	$242	$1,695,187,680	2.49%	$308
Instructional Leadership (Function 21)	$374,799	1.27%	$121	$1,097,001	2.74%	$353	$1,229,238,310	1.80%	$223
School Leadership (Function 23)	$2,098,146	7.10%	$676	$2,144,870	5.36%	$691	$3,907,731,028	5.73%	$710
Guidance Counseling Services (Function 31)	$917,786	3.11%	$295	$1,692,179	4.22%	$545	$2,737,811,247	4.02%	$497
Social Work Services (Function 32)	$0	0.00%	$0	$147,208	0.37%	$47	$252,643,229	0.37%	$46
Health Services (Function 33)	$269,518	0.91%	$87	$331,131	0.83%	$107	$732,011,214	1.07%	$133
Transportation (Function 34)	$1,149,488	3.89%	$370	$1,223,628	3.06%	$394	$2,059,867,566	3.02%	$374
Food Services (Function 35)	$1,048	0.00%	$0	$2,108,036	5.26%	$679	$3,474,009,318	5.10%	$631
Extracurricular (Function 36)	$1,201,712	4.07%	$387	$1,428,736	3.57%	$460	$2,112,169,842	3.10%	$384
General Administration (Function 41,92)	$1,543,991	5.22%	$497	$1,591,587	3.97%	$512	$2,263,873,359	3.32%	$411
Facilities Maintenance & Operations (Function 51)	$4,406,050	14.91%	$1,419	$4,892,897	12.22%	$1,575	$6,750,271,702	9.90%	$1,227
Security & Monitoring Services (Function 52)	$285,063	0.96%	$92	$350,192	0.87%	$113	$909,865,518	1.33%	$165
Data Processing Services (Function 53)	$669,753	2.27%	$216	$703,706	1.76%	$227	$1,317,893,172	1.93%	$239
Community Services (Function 61)	$509,378	1.72%	$164	$608,288	1.52%	$196	$352,764,015	0.52%	$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$21,959,325	0.03%	$4

2022 - 2023 Actual Financial Data
Totals for TAYLOR ISD (246911)
Total Enrolled Membership: 3,106

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$29,551,483	100.00%	$9,514	$40,051,934	100.00%	$12,895	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$62,503,609	0.26%	$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	$271,730	58.90%	$87	$5,037,858	67.74%	$1,622	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	$189,579	41.10%	$61	$2,399,302	32.26%	$772	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Function	$461,309	100.00%	$149	$7,437,160	100.00%	$2,394	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	$30,012,792	100.00%	$9,663	$47,489,094	100.00%	$15,289	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$12,257,449	41.48%	$3,946	$12,980,716	32.41%	$4,179	$27,689,146,835	40.61%	$5,031
Gifted and Talented (PIC 21)	$48,588	0.16%	$16	$60,708	0.15%	$20	$402,862,418	0.59%	$73
Career and Technical (PIC 22)	$1,781,808	6.03%	$574	$1,913,201	4.78%	$616	$2,307,412,199	3.38%	$419
Students with Disabilities (PICs 23,33,43)	$2,284,358	7.73%	$735	$6,310,709	15.76%	$2,032	$8,680,955,352	12.73%	$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,735,726	5.87%	$559	$3,831,478	9.57%	$1,234	$6,677,859,721	9.79%	$1,213
Bilingual (PICs 25,35)	$286,517	0.97%	$92	$302,078	0.75%	$97	$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)	$573,421	1.94%	$185	$577,021	1.44%	$186	$1,312,642,101	1.93%	$239
Dyslexia or Related Disorder Services (PIC 37)	$255,442	0.86%	$82	$255,442	0.64%	$82	$400,803,739	0.59%	$73
College, Career, and Military Readiness (CCMR) (PIC 38)	$820,267	2.78%	$264	$896,738	2.24%	$289	$377,840,010	0.55%	$69
Athletics/Related Activities (PIC 91)	$1,031,012	3.49%	$332	$1,053,360	2.63%	$339	$1,361,458,192	2.00%	$247
Un-Allocated (PIC 99)	$8,476,895	28.69%	$2,729	$11,870,483	29.64%	$3,822	$18,209,694,746	26.71%	$3,309
Total Operating Expenditures by Program Intent Code (PIC)	$29,551,483	100.00%	$9,514	$40,051,934	100.00%	$12,895	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$62,503,609	0.26%	$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$271,730	58.90%	$87	$5,037,858	67.74%	$1,622	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$189,579	41.10%	$61	$2,399,302	32.26%	$772	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	$461,309	100.00%	$149	$7,437,160	100.00%	$2,394	$24,235,698,663	100.00%	$4,404

2022 - 2023 Actual Financial Data
Totals for TAYLOR ISD (246911)
Total Enrolled Membership: 3,106

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$30,012,792	100.00%	$9,663	$47,489,094	100.00%	$15,289	$92,414,047,078	100.00%	$16,792
Disbursements **Total Disbursements**									
Operating Expenditures	$29,551,483	91.46%	$9,514	$40,051,934	80.45%	$12,895	$68,178,348,415	68.96%	$12,389
Recapture	$0	0.00%	$0	$0	0.00%	$0	$4,520,744,064	4.57%	$821
Total Other Uses	$366,468	1.13%	$118	$366,468	0.74%	$118	$1,186,632,466	1.20%	$216
Intergovernmental Charge	$1,930,578	5.98%	$622	$1,930,578	3.88%	$622	$748,756,781	0.76%	$136
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$62,503,609	0.06%	$11
Debt Service (Object 65xx)	$271,730	0.84%	$87	$5,037,858	10.12%	$1,622	$11,163,943,942	11.29%	$2,029
Capital Projects (Object 66xx)	$189,579	0.59%	$61	$2,399,302	4.82%	$772	$13,009,251,112	13.16%	$2,364
Total Disbursements	$32,309,838	100.00%	$10,402	$49,786,140	100.00%	$16,029	$98,870,180,389	100.00%	$17,966
Tax Rates **2022 - 2023 (current tax year) Tax Rates**									
Maintenance & Operations Tax Rate				0.9429			0.9123		
Interest & Sinking Tax Rate				0.3425			0.2273		
Total Tax Rate				1.2854			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)				0.1383			0.0941		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$46,550		$15	$46,550		$15	$432,562,929		$85
Restricted Fund Balance	$0		$0	$89,914,561		$28,949	$34,649,934,798		$6,795
Committed Fund Balance	$2,141,191		$689	$2,141,191		$689	$4,558,561,099		$894
Assigned Fund Balance	$1,015,180		$327	$1,565,991		$504	$4,079,140,041		$800

2022 - 2023 Actual Financial Data
Totals for TAYLOR ISD (246911)
Total Enrolled Membership: 3,106

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	$12,698,547		$4,088	$12,698,547		$4,088	$17,788,393,141		$3,488
Total Fund Balance**	$15,901,468		$5,120	$106,366,840		$34,246	$61,508,592,008		$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	$12,626,758		$4,189	$18,523,701		$6,146	$50,783,175,728		$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	$3,078,859		$991	$4,402,981		$1,418	$-9,216,770,473		$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	$221,732		$71	$83,466,039		$26,873	$19,912,005,526		$3,905
2022-2023 Uncommon Items	$-25,881		$-8	$-25,881		$-8	$30,181,227		$6
2022-2023 Total Fund Balance	$15,901,468		$5,120	$106,366,840		$34,246	$61,508,592,008		$12,062

Taylor High School

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: TAYLOR H S

Campus Number: 246911001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	60%	**56%**	52%	52%	70%	*	*	*	71%	32%	*	55%	61%	49%	41%
	2023	72%	57%	**55%**	38%	53%	68%	-	*	-	100%	27%	*	50%	67%	49%	59%
At Meets Grade Level or Above	2024	52%	36%	**32%**	13%	27%	53%	*	*	*	57%	17%	*	30%	36%	23%	19%
	2023	52%	35%	**31%**	19%	26%	56%	-	*	-	0%	13%	*	28%	38%	24%	21%
At Masters Grade Level	2024	16%	11%	**6%**	3%	2%	20%	*	*	*	14%	3%	*	6%	6%	3%	1%
	2023	13%	8%	**7%**	3%	3%	20%	-	*	-	0%	8%	*	7%	8%	4%	4%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	67%	**64%**	48%	61%	77%	-	*	-	*	41%	*	62%	68%	60%	55%
	2023	74%	59%	**55%**	59%	50%	65%	-	*	*	83%	32%	67%	53%	60%	52%	41%
At Meets Grade Level or Above	2024	58%	46%	**42%**	33%	35%	66%	-	*	-	*	20%	*	38%	51%	36%	23%
	2023	54%	37%	**32%**	29%	25%	49%	-	*	*	67%	19%	33%	31%	33%	24%	15%
At Masters Grade Level	2024	9%	6%	**5%**	0%	3%	11%	-	*	-	*	7%	*	5%	4%	4%	1%
	2023	9%	5%	**4%**	3%	3%	4%	-	*	*	33%	8%	0%	4%	4%	3%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	**76%**	67%	76%	80%	*	-	*	80%	62%	*	76%	77%	72%	75%
	2023	79%	65%	**60%**	63%	59%	63%	-	-	-	*	43%	*	59%	62%	57%	66%
At Meets Grade Level or Above	2024	43%	35%	**26%**	17%	23%	35%	*	-	*	20%	15%	*	25%	27%	23%	17%
	2023	43%	21%	**16%**	4%	16%	20%	-	-	-	*	14%	*	13%	22%	13%	19%
At Masters Grade Level	2024	24%	16%	**9%**	0%	7%	18%	*	-	*	0%	4%	*	9%	8%	6%	6%
	2023	23%	8%	**5%**	4%	3%	11%	-	-	-	*	8%	*	3%	9%	3%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	89%	**88%**	86%	86%	97%	*	*	*	71%	80%	*	87%	91%	86%	90%
	2023	88%	79%	**79%**	79%	76%	86%	-	*	-	*	53%	*	76%	84%	74%	76%
At Meets Grade Level or Above	2024	56%	44%	**40%**	36%	33%	60%	*	*	*	43%	20%	*	39%	42%	30%	28%
	2023	56%	38%	**36%**	11%	31%	61%	-	*	-	*	17%	*	35%	38%	27%	29%
At Masters Grade Level	2024	19%	15%	**11%**	9%	6%	26%	*	*	*	0%	6%	*	13%	8%	6%	5%
	2023	21%	10%	**9%**	4%	6%	20%	-	*	-	*	9%	*	7%	12%	5%	4%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	94%	**94%**	100%	92%	95%	-	*	*	100%	85%	-	91%	100%	93%	86%
	2023	94%	88%	**87%**	79%	84%	97%	-	-	-	*	70%	*	87%	85%	85%	79%
At Meets Grade Level or Above	2024	69%	59%	**55%**	53%	48%	70%	-	*	*	83%	21%	-	57%	52%	48%	30%
	2023	70%	55%	**49%**	38%	41%	74%	-	-	-	*	37%	*	49%	49%	45%	33%
At Masters Grade Level	2024	37%	29%	**26%**	24%	18%	40%	-	*	*	50%	9%	-	27%	24%	16%	9%
	2023	38%	22%	**17%**	4%	12%	36%	-	-	-	*	7%	*	19%	14%	15%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	80%	**73%**	*	59%	88%	-	-	-	-	*	-	71%	86%	75%	40%
	2023	90%	84%	**83%**	-	79%	87%	-	-	*	-	-	-	84%	*	75%	*
At Meets Grade Level or Above	2024	59%	45%	**36%**	*	21%	54%	-	-	-	-	*	-	40%	14%	25%	20%
	2023	61%	47%	**48%**	-	39%	57%	-	-	*	-	-	-	49%	*	38%	*
At Masters Grade Level	2024	12%	1%	**2%**	*	0%	4%	-	-	-	-	*	-	2%	0%	0%	0%
	2023	12%	1%	**2%**	-	0%	4%	-	-	*	-	-	-	2%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	64%	**74%**	68%	70%	83%	*	100%	*	83%	58%	100%	72%	78%	70%	67%
	2023	76%	62%	**67%**	62%	64%	77%	-	100%	*	86%	42%	56%	65%	71%	63%	62%
At Meets Grade Level or Above	2024	48%	34%	**38%**	29%	32%	57%	*	100%	*	48%	18%	55%	37%	41%	31%	23%
	2023	49%	32%	**33%**	20%	28%	54%	-	80%	*	43%	18%	25%	32%	36%	26%	23%
At Masters Grade Level	2024	20%	11%	**10%**	6%	6%	21%	*	80%	*	14%	5%	9%	11%	9%	6%	4%
	2023	20%	9%	**8%**	4%	5%	17%	-	60%	*	14%	8%	6%	7%	9%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**60%**	50%	56%	73%	*	*	*	82%	36%	100%	58%	64%	55%	48%
	2023	77%	62%	**55%**	48%	51%	67%	-	*	*	91%	29%	44%	51%	64%	51%	50%
At Meets Grade Level or Above	2024	54%	39%	**36%**	21%	31%	60%	*	*	*	45%	18%	60%	34%	43%	29%	21%
	2023	53%	34%	**32%**	24%	26%	53%	-	*	*	36%	16%	22%	30%	36%	24%	18%
At Masters Grade Level	2024	22%	12%	**6%**	2%	3%	15%	*	*	*	9%	5%	0%	6%	5%	4%	1%
	2023	20%	10%	**6%**	3%	3%	12%	-	*	*	18%	8%	0%	5%	6%	3%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	**76%**	70%	73%	83%	*	-	*	80%	63%	*	75%	78%	73%	72%
	2023	75%	59%	**64%**	63%	61%	71%	-	-	*	*	43%	*	64%	62%	58%	65%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	29%	**28%**	20%	23%	41%	*	-	*	20%	14%	*	29%	26%	23%	18%
	2023	45%	25%	**21%**	4%	19%	32%	-	-	*	*	14%	*	20%	22%	15%	19%
At Masters Grade Level	2024	17%	8%	**7%**	0%	6%	13%	*	-	*	0%	4%	*	7%	7%	6%	5%
	2023	19%	6%	**4%**	4%	3%	9%	-	-	*	*	8%	*	3%	8%	2%	5%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	68%	**88%**	86%	86%	97%	*	*	*	71%	80%	*	87%	91%	86%	90%
	2023	77%	67%	**79%**	79%	76%	86%	-	*	-	*	53%	*	76%	84%	74%	76%
At Meets Grade Level or Above	2024	43%	34%	**40%**	36%	33%	60%	*	*	*	43%	20%	*	39%	42%	30%	28%
	2023	47%	34%	**36%**	11%	31%	61%	-	*	-	*	17%	*	35%	38%	27%	29%
At Masters Grade Level	2024	16%	10%	**11%**	9%	6%	26%	*	*	*	0%	6%	*	13%	8%	6%	5%
	2023	18%	9%	**9%**	4%	6%	20%	-	*	-	*	9%	*	7%	12%	5%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	68%	**94%**	100%	92%	95%	-	*	*	100%	85%	-	91%	100%	93%	86%
	2023	78%	69%	**87%**	79%	84%	97%	-	-	-	*	70%	*	87%	85%	85%	79%
At Meets Grade Level or Above	2024	51%	36%	**55%**	53%	48%	70%	-	*	*	83%	21%	-	57%	52%	48%	30%
	2023	52%	41%	**49%**	38%	41%	74%	-	-	-	*	37%	*	49%	49%	45%	33%
At Masters Grade Level	2024	27%	16%	**26%**	24%	18%	40%	-	*	*	50%	9%	-	27%	24%	16%	9%
	2023	27%	16%	**17%**	4%	12%	36%	-	-	-	*	7%	*	19%	14%	15%	12%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	60%	**56%**	42%	55%	62%	*	*	*	60%	35%	*	53%	61%	50%	47%
	2023	57%	50%	**49%**	23%	44%	69%	-	*	-	*	33%	*	51%	46%	44%	44%
End of Course English II	2024	69%	71%	**69%**	73%	69%	68%	-	*	-	*	50%	*	70%	66%	67%	61%
	2023	74%	68%	**64%**	56%	65%	60%	-	*	*	100%	52%	*	62%	69%	59%	51%
End of Course Algebra I	2024	72%	78%	**72%**	59%	76%	62%	*	-	*	*	63%	*	72%	74%	74%	75%
	2023	76%	76%	**79%**	88%	75%	86%	-	-	-	*	76%	*	76%	83%	75%	70%
All Grades Both Subjects	2024	64%	57%	**65%**	57%	66%	64%	*	*	*	65%	49%	*	65%	66%	63%	60%
	2023	64%	57%	**62%**	54%	60%	68%	-	*	*	96%	53%	*	61%	64%	58%	54%
All Grades ELA/Reading	2024	67%	60%	**62%**	56%	62%	65%	*	*	*	50%	41%	*	62%	64%	59%	54%
	2023	63%	53%	**57%**	41%	54%	64%	-	*	*	94%	43%	*	57%	57%	51%	47%
All Grades Mathematics	2024	60%	53%	**72%**	59%	76%	62%	*	-	*	*	63%	*	72%	74%	74%	75%
	2023	66%	62%	**79%**	88%	75%	86%	-	-	-	*	76%	*	76%	83%	75%	70%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	24%	**20%**	0%	22%	20%	-	-	-	*	19%	-	19%	24%	17%	33%
	2023	26%	19%	**22%**	0%	20%	33%	-	-	-	*	15%	*	19%	27%	18%	29%
End of Course English II	2024	29%	35%	**31%**	22%	33%	33%	-	-	-	-	12%	*	39%	11%	32%	12%
	2023	41%	31%	**31%**	38%	34%	14%	-	-	-	*	20%	*	26%	41%	32%	25%
End of Course Algebra I	2024	55%	66%	**63%**	40%	69%	29%	*	-	-	*	54%	*	60%	71%	61%	65%
	2023	58%	53%	**58%**	45%	58%	75%	-	-	-	*	31%	*	55%	67%	54%	50%
All Grades Both Subjects	2024	32%	29%	**39%**	20%	42%	28%	*	-	-	60%	30%	*	42%	34%	38%	37%
	2023	38%	32%	**39%**	30%	40%	36%	-	-	-	80%	22%	*	35%	47%	36%	33%
All Grades ELA/Reading	2024	30%	29%	**27%**	13%	29%	27%	-	-	-	*	16%	*	31%	17%	26%	22%
	2023	35%	28%	**28%**	19%	29%	20%	-	-	-	*	18%	*	24%	36%	27%	26%
All Grades Mathematics	2024	35%	29%	**63%**	40%	69%	29%	*	-	-	*	54%	*	60%	71%	61%	65%
	2023	40%	35%	**58%**	45%	58%	75%	-	-	-	*	31%	*	55%	67%	54%	50%

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

	School Year	State	District	Campus	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%	64%	**74%**	-	-	-	-	-	-	63%	-	75%	58%	79%	74%	66%	91%
	2023	76%	62%	**67%**	-	-	-	-	-	-	59%	87%	53%	-	*	67%	59%	87%
At Meets Grade Level or Above	2024	48%	34%	**38%**	-	-	-	-	-	-	20%	-	37%	13%	32%	41%	22%	59%
	2023	49%	32%	**33%**	-	-	-	-	-	-	17%	40%	13%	-	*	34%	18%	59%
At Masters Grade Level	2024	20%	11%	**10%**	-	-	-	-	-	-	3%	-	11%	0%	6%	11%	4%	17%
	2023	20%	9%	**8%**	-	-	-	-	-	-	4%	2%	4%	-	*	8%	4%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	64%	**60%**	-	-	-	-	-	-	44%	-	53%	40%	63%	61%	47%	91%
	2023	77%	62%	**55%**	-	-	-	-	-	-	48%	81%	41%	-	*	55%	49%	78%
At Meets Grade Level or Above	2024	54%	39%	**36%**	-	-	-	-	-	-	20%	-	34%	14%	21%	39%	20%	61%
	2023	53%	34%	**32%**	-	-	-	-	-	-	16%	35%	11%	-	*	34%	16%	52%
At Masters Grade Level	2024	22%	12%	**6%**	-	-	-	-	-	-	2%	-	6%	0%	0%	6%	1%	11%
	2023	20%	10%	**6%**	-	-	-	-	-	-	3%	0%	3%	-	*	6%	3%	4%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	**76%**	-	-	-	-	-	-	69%	-	100%	52%	78%	75%	71%	88%
	2023	75%	59%	**64%**	-	-	-	-	-	-	58%	92%	47%	-	*	63%	59%	79%
At Meets Grade Level or Above	2024	43%	29%	**28%**	-	-	-	-	-	-	13%	-	38%	0%	33%	29%	16%	42%
	2023	45%	25%	**21%**	-	-	-	-	-	-	14%	33%	8%	-	*	20%	16%	42%
At Masters Grade Level	2024	17%	8%	**7%**	-	-	-	-	-	-	4%	-	13%	0%	11%	7%	5%	17%
	2023	19%	6%	**4%**	-	-	-	-	-	-	2%	0%	3%	-	*	4%	4%	8%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	68%	**88%**	-	-	-	-	-	-	89%	-	89%	90%	93%	87%	90%	88%
	2023	77%	67%	**79%**	-	-	-	-	-	-	72%	92%	67%	-	*	78%	73%	96%
At Meets Grade Level or Above	2024	43%	34%	**40%**	-	-	-	-	-	-	21%	-	33%	14%	50%	42%	28%	63%
	2023	47%	34%	**36%**	-	-	-	-	-	-	22%	54%	13%	-	*	36%	23%	60%
At Masters Grade Level	2024	16%	10%	**11%**	-	-	-	-	-	-	4%	-	11%	0%	7%	13%	5%	19%
	2023	18%	9%	**9%**	-	-	-	-	-	-	3%	8%	2%	-	*	10%	3%	12%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	68%	**94%**	-	-	-	-	-	-	82%	-	80%	83%	100%	95%	85%	100%
	2023	78%	69%	**87%**	-	-	-	-	-	-	75%	*	74%	-	-	87%	75%	100%
At Meets Grade Level or Above	2024	51%	36%	**55%**	-	-	-	-	-	-	26%	-	60%	21%	20%	60%	25%	76%
	2023	52%	41%	**49%**	-	-	-	-	-	-	22%	*	20%	-	-	49%	22%	88%

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

TAYLOR H S (246911001) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	16%	**26%**	-	-	-	-	-	-	6%	-	40%	0%	20%	30%	8%	29%
	2023	27%	16%	**17%**	-	-	-	-	-	-	11%	*	11%	-	-	18%	11%	21%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	**65%**	-	-	-	-	-	-	57%	-	68%	49%	77%	64%	60%	83%
	2023	64%	57%	**62%**	-	-	-	-	-	-	53%	63%	48%	-	*	64%	54%	61%
All Grades ELA/Reading	2024	67%	60%	**62%**	-	-	-	-	-	-	50%	-	56%	46%	78%	62%	53%	82%
	2023	63%	53%	**57%**	-	-	-	-	-	-	48%	50%	47%	-	*	59%	49%	54%
All Grades Mathematics	2024	60%	53%	**72%**	-	-	-	-	-	-	75%	-	92%	58%	75%	70%	75%	86%
	2023	66%	62%	**79%**	-	-	-	-	-	-	68%	89%	54%	-	*	80%	70%	81%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**39%**	-	-	-	-	-	-	32%	-	50%	23%	80%	39%	37%	67%
	2023	38%	32%	**39%**	-	-	-	-	-	-	31%	78%	20%	-	-	41%	31%	44%
All Grades ELA/Reading	2024	30%	29%	**27%**	-	-	-	-	-	-	17%	-	30%	10%	*	27%	22%	*
	2023	35%	28%	**28%**	-	-	-	-	-	-	23%	67%	14%	-	-	29%	23%	40%
All Grades Mathematics	2024	35%	29%	**63%**	-	-	-	-	-	-	64%	-	*	50%	*	62%	65%	*
	2023	40%	35%	**58%**	-	-	-	-	-	-	50%	*	36%	-	-	61%	50%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	98%	99%	*	100%	*	97%	99%	100%	99%	98%	99%	99%
Included in Accountability	92%	94%	**93%**	96%	91%	97%	*	83%	*	97%	93%	85%	96%	85%	92%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	3%	4%	2%	*	17%	*	0%	2%	15%	1%	8%	4%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	3%	0%	*	0%	*	0%	4%	0%	2%	4%	3%	10%
Not Tested	1%	1%	**1%**	1%	2%	1%	*	0%	*	3%	1%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	2%	1%	*	0%	*	3%	1%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	98%	99%	*	*	*	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	91%	93%	**90%**	96%	88%	97%	*	*	*	100%	89%	83%	93%	82%	89%	74%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	4%	1%	*	*	*	0%	2%	17%	2%	8%	4%	6%
Not Included in Accountability: Other Exclusions	4%	2%	**5%**	0%	7%	1%	*	*	*	0%	8%	0%	4%	8%	6%	19%
Not Tested	1%	1%	**1%**	0%	2%	1%	*	*	*	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	2%	1%	*	*	*	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	95%	99%	99%	*	-	*	100%	98%	*	100%	96%	98%	100%
Included in Accountability	93%	95%	**95%**	91%	94%	96%	*	-	*	100%	93%	*	98%	86%	94%	93%
Not Included in Accountability: Mobile	5%	4%	**3%**	5%	4%	3%	*	-	*	0%	3%	*	1%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	2%	*	0%	1%	0%	2%
Not Tested	1%	1%	**2%**	5%	1%	1%	*	-	*	0%	2%	*	0%	4%	2%	0%
Absent	1%	1%	**1%**	5%	1%	1%	*	-	*	0%	2%	*	0%	3%	2%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	-	*	0%	0%	*	0%	1%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	98%	*	*	*	100%	98%	*	100%	99%	99%	100%
Included in Accountability	93%	94%	**96%**	96%	96%	97%	*	*	*	100%	95%	*	98%	91%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	4%	2%	*	*	*	0%	2%	*	2%	7%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	2%	*	0%	1%	0%	2%
Not Tested	1%	2%	**0%**	0%	0%	2%	*	*	*	0%	2%	*	0%	1%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	2%	*	*	*	0%	2%	*	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**98%**	100%	97%	100%	-	*	*	86%	100%	*	98%	96%	98%	96%
Included in Accountability	94%	95%	**94%**	100%	94%	98%	-	*	*	86%	100%	*	98%	88%	94%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	3%	2%	-	*	*	0%	0%	*	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**2%**	0%	3%	0%	-	*	*	14%	0%	*	2%	4%	2%	4%
Absent	1%	1%	**2%**	0%	3%	0%	-	*	*	14%	0%	*	2%	4%	2%	4%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	99%	**98%**	*	97%	100%	-	-	-	-	*	-	100%	88%	100%	100%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	100%	97%	98%	-	100%	*	93%	98%	100%	98%	96%	98%	98%
Included in Accountability	93%	93%	**92%**	93%	92%	93%	-	100%	*	78%	91%	76%	95%	86%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	6%	-	0%	*	15%	6%	24%	3%	8%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	0%	*	0%	2%	0%	1%	3%	2%	7%
Not Tested	1%	2%	**2%**	0%	3%	2%	-	0%	*	7%	2%	0%	2%	4%	2%	2%
Absent	1%	1%	**2%**	0%	3%	1%	-	0%	*	4%	2%	0%	2%	3%	2%	2%
Other	0%	1%	**0%**	0%	0%	1%	-	0%	*	4%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	98%	99%	-	*	*	100%	100%	100%	99%	98%	99%	98%
Included in Accountability	92%	94%	**92%**	94%	91%	94%	-	*	*	85%	93%	82%	94%	89%	93%	86%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	3%	5%	-	*	*	15%	4%	18%	3%	6%	3%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**3%**	0%	4%	0%	-	*	*	0%	2%	0%	2%	4%	3%	11%
Not Tested	1%	1%	**1%**	0%	2%	1%	-	*	*	0%	0%	0%	1%	2%	1%	2%
Absent	1%	1%	**1%**	0%	2%	1%	-	*	*	0%	0%	0%	1%	2%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	97%	**97%**	100%	97%	99%	-	-	*	83%	100%	*	99%	93%	97%	97%
Included in Accountability	94%	92%	**91%**	92%	91%	91%	-	-	*	67%	89%	*	96%	79%	90%	89%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**6%**	8%	4%	8%	-	-	*	17%	9%	*	3%	11%	5%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	-	*	0%	2%	*	0%	3%	1%	4%
Not Tested	1%	3%	**3%**	0%	3%	1%	-	-	*	17%	0%	*	1%	7%	3%	3%
Absent	1%	2%	**2%**	0%	3%	0%	-	-	*	0%	0%	*	1%	5%	3%	3%
Other	0%	2%	**1%**	0%	0%	1%	-	-	*	17%	0%	*	0%	2%	0%	0%
Science																
Assessment Participant	99%	98%	**98%**	100%	98%	100%	-	*	-	*	100%	*	99%	97%	98%	98%
Included in Accountability	93%	94%	**92%**	90%	92%	93%	-	*	-	*	89%	*	96%	85%	93%	91%
Not Included in Accountability: Mobile	4%	4%	**5%**	10%	4%	7%	-	*	-	*	9%	*	3%	9%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	*	-	*	2%	*	0%	2%	1%	4%
Not Tested	1%	2%	**2%**	0%	2%	0%	-	*	-	*	0%	*	1%	3%	2%	2%
Absent	1%	1%	**2%**	0%	2%	0%	-	*	-	*	0%	*	1%	3%	2%	2%
Other	0%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	**95%**	100%	95%	94%	-	-	-	*	89%	*	97%	92%	95%	96%
Included in Accountability	94%	93%	**93%**	92%	94%	91%	-	-	-	*	86%	*	95%	87%	93%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	8%	2%	3%	-	-	-	*	3%	*	2%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	4%	**5%**	0%	5%	6%	-	-	-	*	11%	*	3%	8%	5%	4%
Absent	1%	2%	**4%**	0%	5%	4%	-	-	-	*	11%	*	3%	7%	4%	4%
Other	0%	1%	**0%**	0%	0%	1%	-	-	-	*	0%	*	0%	1%	1%	0%
Accelerated Testers																
SAT/ACT Participant	93%	100%	**100%**	-	100%	100%	-	-	*	-	-	-	100%	*	100%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**92.1%**	93.9%	91.5%	93.0%	*	*	*	87.3%	92.5%	91.1%	92.4%
2021-22	92.2%	91.6%	**89.2%**	89.7%	88.4%	90.8%	*	*	*	81.4%	89.3%	88.1%	90.4%
Chronic Absenteeism													
2022-23	20.3%	22.2%	**27.8%**	20.3%	30.4%	24.6%	*	0.0%	*	30.0%	30.5%	31.4%	27.7%
2021-22	25.7%	30.0%	**38.0%**	37.0%	41.0%	31.1%	*	20.0%	*	58.8%	42.7%	41.5%	36.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	**1.4%**	0.0%	1.6%	1.6%	*	0.0%	*	0.0%	2.5%	1.6%	1.6%
2021-22	2.2%	1.2%	**1.4%**	4.1%	1.1%	1.1%	*	*	*	5.9%	2.8%	1.4%	2.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	**93.2%**	95.0%	93.2%	93.8%	-	*	*	*	84.2%	92.7%	90.9%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	3.1%	1.2%	**1.5%**	0.0%	1.7%	1.5%	-	*	*	*	5.3%	0.9%	0.0%
Dropped Out	6.3%	4.5%	**5.3%**	5.0%	5.1%	4.6%	-	*	*	*	10.5%	6.4%	9.1%
Graduates and TxCHSE	90.6%	94.3%	**93.2%**	95.0%	93.2%	93.8%	-	*	*	*	84.2%	92.7%	90.9%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**94.7%**	95.0%	94.9%	95.4%	-	*	*	*	89.5%	93.6%	90.9%
Class of 2022													
Graduated	89.7%	95.9%	**95.1%**	81.8%	96.8%	96.7%	-	-	*	83.3%	92.3%	94.8%	94.1%
Received TxCHSE	0.3%	0.4%	**0.5%**	0.0%	0.0%	0.0%	-	-	*	16.7%	0.0%	0.9%	0.0%
Continued HS	3.5%	0.4%	**0.5%**	0.0%	0.0%	1.6%	-	-	*	0.0%	3.8%	0.9%	0.0%
Dropped Out	6.4%	3.3%	**3.9%**	18.2%	3.2%	1.6%	-	-	*	0.0%	3.8%	3.5%	5.9%
Graduates and TxCHSE	90.0%	96.3%	**95.6%**	81.8%	96.8%	96.7%	-	-	*	100.0%	92.3%	95.7%	94.1%
Graduates, TxCHSE, and Continuers	93.6%	96.7%	**96.1%**	81.8%	96.8%	98.4%	-	-	*	100.0%	96.2%	96.5%	94.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	**95.1%**	81.8%	96.1%	98.3%	-	-	*	83.3%	96.0%	94.8%	88.9%
Received TxCHSE	0.4%	0.8%	**1.0%**	0.0%	0.0%	1.7%	-	-	*	16.7%	0.0%	0.9%	0.0%
Continued HS	1.0%	0.4%	**0.5%**	0.0%	0.8%	0.0%	-	-	*	0.0%	0.0%	0.9%	5.6%
Dropped Out	6.8%	2.9%	**3.4%**	18.2%	3.1%	0.0%	-	-	*	0.0%	4.0%	3.5%	5.6%
Graduates and TxCHSE	92.2%	96.7%	**96.1%**	81.8%	96.1%	100.0%	-	-	*	100.0%	96.0%	95.7%	88.9%
Graduates, TxCHSE, and Continuers	93.2%	97.1%	**96.6%**	81.8%	96.9%	100.0%	-	-	*	100.0%	96.0%	96.5%	94.4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	95.0%	**93.8%**	100.0%	94.0%	91.7%	-	-	-	100.0%	76.5%	92.1%	85.7%
Received TxCHSE	0.4%	0.5%	**0.6%**	0.0%	0.0%	2.1%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.5%	**5.6%**	0.0%	6.0%	6.3%	-	-	-	0.0%	23.5%	7.9%	14.3%
Graduates and TxCHSE	92.7%	95.5%	**94.4%**	100.0%	94.0%	93.8%	-	-	-	100.0%	76.5%	92.1%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**94.4%**	100.0%	94.0%	93.8%	-	-	-	100.0%	76.5%	92.1%	85.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	**93.3%**	85.7%	94.0%	91.7%	-	-	-	100.0%	76.5%	91.2%	85.7%
Received TxCHSE	0.5%	0.9%	**1.1%**	14.3%	0.0%	2.1%	-	-	-	0.0%	0.0%	1.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.5%	**5.6%**	0.0%	6.0%	6.3%	-	-	-	0.0%	23.5%	7.8%	14.3%
Graduates and TxCHSE	93.2%	95.5%	**94.4%**	100.0%	94.0%	93.8%	-	-	-	100.0%	76.5%	92.2%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**94.4%**	100.0%	94.0%	93.8%	-	-	-	100.0%	76.5%	92.2%	85.7%
Class of 2020													
Graduated	92.7%	98.0%	**97.7%**	100.0%	97.7%	97.0%	-	-	-	*	96.3%	97.2%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.0%	**2.3%**	0.0%	2.3%	3.0%	-	-	-	*	3.7%	2.8%	0.0%
Graduates and TxCHSE	93.2%	98.0%	**97.7%**	100.0%	97.7%	97.0%	-	-	-	*	96.3%	97.2%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.0%	**97.7%**	100.0%	97.7%	97.0%	-	-	-	*	96.3%	97.2%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	**90.2%**	95.0%	88.0%	93.8%	-	*	*	*	72.7%	87.3%	87.0%
Class of 2022	89.7%	94.0%	**92.9%**	81.8%	93.1%	96.7%	-	-	*	83.3%	88.9%	93.2%	84.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	**3.1%**	0.0%	2.7%	4.9%	-	*	*	-	31.3%	2.9%	5.0%
Class of 2022	3.7%	4.3%	**5.1%**	11.1%	4.9%	3.4%	-	-	-	20.0%	37.5%	6.4%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	85.8%	**83.3%**	73.7%	80.9%	90.2%	-	*	*	-	43.8%	77.5%	75.0%
Class of 2022	84.3%	83.4%	**81.5%**	44.4%	82.8%	84.7%	-	-	-	80.0%	20.8%	77.1%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	88.4%	**86.5%**	73.7%	83.6%	95.1%	-	*	*	-	75.0%	80.4%	80.0%
Class of 2022	88.0%	87.7%	**86.7%**	55.6%	87.7%	88.1%	-	-	-	100.0%	58.3%	83.5%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	**3.0%**	0.0%	2.5%	4.9%	-	*	*	-	31.3%	2.8%	4.5%
2021-22	3.9%	4.1%	**4.9%**	10.0%	4.7%	3.3%	-	*	-	20.0%	34.6%	6.3%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	**80.6%**	73.7%	77.1%	90.2%	-	*	*	-	43.8%	76.6%	72.7%
2021-22	82.3%	82.0%	**79.9%**	40.0%	81.1%	83.6%	-	*	-	80.0%	19.2%	76.8%	100.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	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%	85.9%	**83.6%**	73.7%	79.7%	95.1%	-	*	*	-	75.0%	79.4%	77.3%
2021-22	86.0%	86.1%	**84.8%**	50.0%	85.8%	86.9%	-	*	-	100.0%	53.8%	83.0%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	201	100.0%	241	377,367
By Ethnicity:				
African American	19	9.5%	21	46,822
Hispanic	118	58.7%	142	197,333
White	61	30.3%	70	103,009
American Indian	0	0.0%	2	1,181
Asian	1	0.5%	2	19,151
Pacific Islander	2	1.0%	2	574
Two or More Races	0	0.0%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	33	16.4%	34	49,278
Foundation H.S. Program (Endorsement)	6	3.0%	6	16,475
Foundation H.S. Program (DLA)	162	80.6%	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	16	8.0%	17	34,589
Economically Disadvantaged Graduates	107	53.2%	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	22	10.9%	24	50,229
At-Risk Graduates	88	43.8%	94	168,430
CTE Completers	79	39.3%	80	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	79.3%	**75.1%**	78.9%	67.8%	86.9%	-	*	*	-	93.8%	70.1%	59.1%
2021-22	70.0%	59.3%	**51.2%**	40.0%	48.0%	61.7%	-	*	-	40.0%	92.3%	50.0%	29.4%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	63.5%	**56.2%**	57.9%	49.2%	68.9%	-	*	*	-	81.3%	47.7%	45.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	86.7%	**85.1%**	84.2%	80.5%	93.4%	-	*	*	-	62.5%	80.4%	72.7%
2021-22	57.1%	42.6%	**31.4%**	10.0%	21.3%	57.4%	-	*	-	20.0%	7.7%	24.1%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	54.8%	**50.7%**	47.4%	45.8%	60.7%	-	*	*	-	18.8%	44.9%	40.9%
2021-22	48.2%	20.5%	**17.6%**	0.0%	10.2%	34.4%	-	*	-	40.0%	3.8%	14.3%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	53.5%	**49.3%**	47.4%	43.2%	60.7%	-	*	*	-	18.8%	43.0%	36.4%
2021-22	42.2%	18.9%	**15.7%**	0.0%	8.7%	32.8%	-	*	-	20.0%	3.8%	10.7%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	12.9%	**10.4%**	0.0%	10.2%	13.1%	-	*	*	-	0.0%	7.5%	9.1%
2021-22	20.5%	12.3%	**11.3%**	10.0%	7.9%	18.0%	-	*	-	20.0%	0.0%	11.6%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	14.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2021-22	2.4%	9.8%	**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%	23.2%	**8.0%**	0.0%	6.8%	13.1%	-	*	*	-	0.0%	2.8%	9.1%
2021-22	24.0%	25.0%	**10.3%**	0.0%	6.3%	19.7%	-	*	-	20.0%	0.0%	6.3%	5.9%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.4%	**6.0%**	15.8%	3.4%	6.6%	-	*	*	-	75.0%	3.7%	9.1%
2021-22	5.0%	5.7%	**6.9%**	10.0%	8.7%	3.3%	-	*	-	0.0%	53.8%	7.1%	0.0%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	40.7%	**48.3%**	36.8%	45.8%	55.7%	-	*	*	-	68.8%	45.8%	36.4%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	37.8%	**45.3%**	31.6%	43.2%	52.5%	-	*	*	-	31.3%	42.1%	31.8%
2021-22	28.0%	18.4%	**22.1%**	0.0%	28.3%	14.8%	-	*	-	0.0%	15.4%	25.0%	23.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.9%	**3.5%**	5.3%	3.4%	3.3%	-	*	*	-	43.8%	3.7%	4.5%
2021-22	2.5%	7.8%	**9.3%**	30.0%	9.4%	6.6%	-	*	-	0.0%	73.1%	10.7%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	36.1%	**24.4%**	0.0%	22.9%	34.4%	-	*	*	-	6.3%	17.8%	0.0%
	2021-22	22.8%	29.5%	**16.2%**	0.0%	9.4%	32.8%	-	*	-	20.0%	3.8%	12.5%	0.0%
Mathematics	2022-23	19.9%	38.2%	**30.8%**	15.8%	27.1%	42.6%	-	*	*	-	0.0%	25.2%	13.6%
	2021-22	18.7%	15.6%	**14.2%**	0.0%	9.4%	24.6%	-	*	-	40.0%	3.8%	13.4%	0.0%
Both Subjects	2022-23	12.5%	24.9%	**14.9%**	0.0%	13.6%	21.3%	-	*	*	-	0.0%	11.2%	0.0%
	2021-22	12.6%	13.1%	**11.3%**	0.0%	7.9%	19.7%	-	*	-	20.0%	3.8%	9.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	56.4%	**67.7%**	78.9%	65.3%	68.9%	-	*	*	-	62.5%	70.1%	72.7%
	2021-22	11.7%	0.4%	**0.5%**	0.0%	0.0%	1.6%	-	*	-	0.0%	3.8%	0.0%	0.0%
Mathematics	2022-23	20.2%	16.2%	**19.4%**	42.1%	18.6%	13.1%	-	*	*	-	18.8%	24.3%	27.3%
	2021-22	14.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	14.5%	**17.4%**	42.1%	16.9%	9.8%	-	*	*	-	18.8%	23.4%	27.3%
	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	21.6%	**19.8%**	13.9%	17.0%	26.6%	-	*	*	*	0.0%	15.2%	6.4%
	2022	23.0%	14.7%	**16.6%**	10.3%	13.1%	24.0%	-	*	*	16.7%	0.0%	10.7%	0.0%
English Language Arts	2023	13.8%	11.6%	**13.7%**	11.1%	10.7%	20.3%	-	*	*	*	0.0%	8.9%	2.1%
	2022	13.2%	10.8%	**13.1%**	6.9%	9.6%	20.2%	-	*	*	16.7%	0.0%	7.4%	0.0%
Mathematics	2023	7.0%	9.2%	**6.8%**	0.0%	5.5%	10.2%	-	*	*	*	0.0%	4.2%	2.1%
	2022	6.9%	2.1%	**2.5%**	0.0%	1.3%	4.7%	-	*	*	16.7%	0.0%	1.9%	0.0%
Science	2023	10.3%	8.8%	**5.2%**	0.0%	3.2%	10.2%	-	*	*	*	0.0%	3.4%	0.0%
	2022	9.6%	4.3%	**4.0%**	0.0%	3.1%	7.0%	-	*	*	0.0%	0.0%	1.9%	0.0%
Social Studies	2023	13.1%	9.2%	**10.8%**	8.3%	8.7%	15.6%	-	*	*	*	0.0%	7.2%	2.1%
	2022	12.5%	8.3%	**10.1%**	3.4%	6.6%	17.1%	-	*	*	16.7%	0.0%	5.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	23.1%	**23.8%**	0.0%	18.6%	32.4%	-	*	*	-	-	16.7%	*
	2022	53.3%	39.4%	**40.9%**	*	33.3%	45.2%	-	-	*	*	-	43.5%	-
English Language Arts	2023	52.3%	25.9%	**25.9%**	*	14.8%	38.5%	-	-	*	-	-	9.5%	*
	2022	53.2%	38.5%	**38.5%**	*	22.7%	46.2%	-	-	*	*	-	31.3%	-
Mathematics	2023	50.8%	17.4%	**10.3%**	-	7.1%	15.4%	-	*	*	-	-	10.0%	*
	2022	50.4%	10.0%	**10.0%**	-	*	0.0%	-	-	-	*	-	*	-
Science	2023	44.8%	11.4%	**18.2%**	-	12.5%	23.1%	-	-	*	-	-	25.0%	-
	2022	44.7%	14.3%	**12.5%**	-	14.3%	11.1%	-	-	-	-	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	15.2%	**15.2%**	*	9.1%	25.0%	-	-	*	-	-	11.8%	*
	2022	41.9%	7.5%	**7.5%**	*	0.0%	13.6%	-	-	*	*	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	99.6%	**96.5%**	94.7%	89.8%	100.0%	-	*	*	-	81.3%	96.3%	87.0%
	2021-22	71.5%	61.1%	**60.8%**	70.0%	48.8%	83.6%	-	*	-	80.0%	11.5%	56.8%	47.1%
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	**13.4%**	0.0%	9.4%	21.5%	-	*	*	-	0.0%	5.8%	0.0%
	2021-22	32.1%	16.8%	**14.5%**	0.0%	1.6%	31.4%	-	-	-	*	*	1.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	900	**878**	797	859	927	-	*	*	-	748	839	747
	2021-22	1001	934	**914**	827	869	980	-	-	-	910	787	874	790
English Language Arts and Writing	2022-23	497	453	**439**	406	425	471	-	*	*	-	368	417	360
	2021-22	506	479	**468**	421	445	503	-	-	-	458	400	444	385
Mathematics	2022-23	482	447	**438**	392	434	456	-	*	*	-	380	422	387
	2021-22	496	455	**446**	406	425	477	-	-	-	453	387	430	405
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.5	21.9	**21.6**	-	-	21.0	-	-	-	24.0	-	16.0	-
English Language Arts	2022-23	18.8	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.2	22.9	**22.8**	-	-	22.1	-	-	-	25.5	-	16.0	-
Mathematics	2022-23	18.9	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.3	22.0	**21.4**	-	-	21.3	-	-	-	22.0	-	14.0	-
Science	2022-23	19.5	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.8	20.0	**19.8**	-	-	18.8	-	-	-	24.0	-	16.0	-

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n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	36.9%	**31.3%**	24.7%	27.1%	42.7%	*	40.0%	*	11.1%	10.2%	23.8%	18.1%
	2021-22	44.2%	37.5%	**31.2%**	15.3%	28.5%	40.7%	*	20.0%	*	44.4%	15.8%	30.1%	21.6%
English Language Arts	2022-23	17.4%	17.9%	**11.3%**	5.2%	7.8%	20.8%	*	*	*	0.0%	0.0%	6.0%	0.8%
	2021-22	16.6%	14.6%	**9.2%**	2.9%	6.7%	16.0%	*	0.0%	*	11.1%	0.0%	6.6%	1.0%
Mathematics	2022-23	19.5%	19.9%	**17.3%**	9.2%	14.3%	27.5%	*	*	*	0.0%	5.0%	12.0%	6.6%
	2021-22	19.9%	21.7%	**18.5%**	3.0%	18.6%	22.5%	*	0.0%	*	37.5%	1.2%	17.4%	14.0%
Science	2022-23	21.5%	17.5%	**13.2%**	8.0%	10.7%	20.0%	*	*	*	0.0%	2.0%	9.6%	3.3%
	2021-22	21.1%	22.5%	**18.5%**	9.8%	16.6%	24.7%	*	*	*	22.2%	13.5%	18.6%	10.3%
Social Studies	2022-23	24.0%	17.8%	**11.0%**	5.2%	8.1%	19.6%	*	*	*	0.0%	0.0%	5.2%	1.6%
	2021-22	22.8%	19.9%	**10.7%**	2.9%	6.3%	21.9%	*	0.0%	*	11.1%	0.0%	5.4%	0.0%
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			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**901**	**100.0%**	**3,028**	**5,517,464**	**923**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Grade 9	243	27.0%	9.1%	8.6%	245	26.5%	9.1%	8.5%
Grade 10	237	26.3%	8.9%	8.0%	238	25.8%	8.8%	7.9%
Grade 11	227	25.2%	8.4%	7.4%	227	24.6%	8.3%	7.4%
Grade 12	194	21.5%	7.5%	6.6%	213	23.1%	8.0%	6.7%
Ethnic Distribution								
African American	76	8.4%	8.0%	12.8%	77	8.3%	7.9%	12.8%
Hispanic	554	61.5%	63.8%	53.2%	573	62.1%	64.0%	53.2%
White	244	27.1%	24.3%	25.0%	246	26.7%	24.2%	25.0%
American Indian	2	0.2%	0.2%	0.3%	2	0.2%	0.2%	0.3%
Asian	5	0.6%	0.7%	5.4%	5	0.5%	0.7%	5.4%
Pacific Islander	2	0.2%	0.2%	0.2%	2	0.2%	0.2%	0.2%
Two or More Races	18	2.0%	2.8%	3.1%	18	2.0%	2.8%	3.1%
Sex								
Female	449	49.8%	49.4%	48.9%	459	49.7%	49.3%	48.8%
Male	452	50.2%	50.6%	51.1%	464	50.3%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	551	61.2%	67.4%	62.3%	564	61.1%	67.0%	62.2%
Non-Educationally Disadvantaged	350	38.8%	32.6%	37.7%	359	38.9%	33.0%	37.8%
Section 504 Students	121	13.4%	7.9%	7.2%	124	13.4%	7.9%	7.2%
EB Students/EL	137	15.2%	19.3%	24.4%	141	15.3%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	88	9.2%	3.9%	1.9%				
Students w/ Dyslexia	78	8.7%	7.8%	6.0%	80	8.7%	7.7%	6.0%
Foster Care	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Homeless	18	2.0%	2.4%	1.4%	18	2.0%	2.4%	1.4%
Immigrant	1	0.1%	0.3%	2.9%	1	0.1%	0.3%	2.9%
Migrant	4	0.4%	0.2%	0.2%	5	0.5%	0.2%	0.2%
Title I	901	100.0%	99.9%	65.7%	923	100.0%	99.9%	65.7%
Military Connected	0	0.0%	0.1%	3.9%	0	0.0%	0.1%	3.9%
At-Risk	497	55.2%	58.1%	53.2%	514	55.7%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	137	15.2%	19.2%	24.5%	141	15.3%	19.1%	24.4%
Career and Technical Education	700	77.7%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	700	77.7%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	58	6.4%	6.6%	8.5%	58	6.3%	6.6%	8.5%
Special Education	136	15.1%	16.5%	13.9%	141	15.3%	16.8%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**136**							
Students with Intellectual Disabilities	96	70.6%	53.0%	45.7%				
Students with Physical Disabilities	6	4.4%	25.4%	18.9%				
Students with Autism	8	5.9%	8.6%	16.2%				
Students with Behavioral Disabilities	26	19.1%	11.8%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**85**	**9.0%**	**9.6%**	**16.1%**				
African American	5	0.5%	1.3%	3.4%				
Hispanic	59	6.2%	5.7%	8.5%				
White	18	1.9%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	0.2%	0.4%	0.5%				
Special Ed Students who are Mobile	13	10.9%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	8	6.2%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	53	9.0%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**117**	**15.7%**	**26.4%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	11.5%	10.0%	7.9%	11.4%	10.8%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	15.9	16.2	16.3
Foreign Languages	16.3	16.8	18.8
Mathematics	18.0	16.4	17.5

Class Size Information	Campus	District	State
Science	17.3	17.7	18.5
Social Studies	17.7	17.5	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**90.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	79.7	88.3%	63.6%	63.9%
Teachers	70.2	77.8%	48.4%	48.3%
Professional Support	7.2	8.0%	11.7%	11.1%
Campus Administration (School Leadership)	2.3	2.5%	2.0%	3.3%
Educational Aides	10.5	11.7%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	1.0	n/a	3.0	651.0
Full-time Counselors	4.0	n/a	9.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**26.5**	**29.4%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	5.7	8.2%	6.7%	12.6%
Hispanic	13.0	18.5%	25.0%	30.1%
White	49.6	70.6%	67.1%	53.4%
American Indian	0.9	1.3%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.4%	0.9%	1.3%
Teachers by Sex				
Males	34.7	49.4%	25.6%	24.5%
Females	35.6	50.6%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	2.0	2.8%	4.4%	2.5%
Bachelors	51.5	73.4%	75.2%	71.7%
Masters	14.7	20.9%	19.5%	24.9%
Doctorate	2.0	2.8%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.0	8.5%	10.2%	8.7%
1-5 Years Experience	18.6	26.5%	31.8%	27.4%
6-10 Years Experience	13.2	18.8%	20.2%	20.2%
11-20 Years Experience	19.5	27.8%	23.3%	27.1%
21-30 Years Experience	10.9	15.6%	11.8%	13.7%
Over 30 Years Experience	1.9	2.7%	2.6%	3.0%
Number of Students per Teacher	12.8	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	3.3	6.0
Average Years Experience of Principals with District	2.0	2.2	5.1
Average Years Experience of Assistant Principals	7.3	5.3	5.1
Average Years Experience of Assistant Principals with District	3.3	2.4	4.3
Average Years Experience of Teachers	11.0	9.8	11.1
Average Years Experience of Teachers with District	4.3	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,878	$47,810	$54,272
1-5 Years Experience	$53,196	$53,000	$58,185
6-10 Years Experience	$57,827	$58,355	$61,494
11-20 Years Experience	$67,708	$65,755	$65,219
21-30 Years Experience	$75,404	$70,880	$69,723
Over 30 Years Experience	$78,538	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$61,970	$59,192	$62,474
Professional Support	$67,596	$66,272	$73,783
Campus Administration (School Leadership)	$83,134	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	0.3%	0.1%	6.0%
Career and Technical Education	12.3	17.5%	6.3%	5.5%
Compensatory Education	2.2	3.1%	1.0%	3.1%
Gifted and Talented Education	4.1	5.8%	1.8%	1.6%
Regular Education	36.5	52.0%	79.7%	69.8%
Special Education	15.0	21.3%	10.3%	10.3%
Other	0.0	0.0%	0.9%	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.)

Taylor High School

GOALS AND OBJECTIVES

Taylor Independent School District

Taylor High School

2023-2024 Campus Improvement Plan

Mission Statement

Inspire, equip, and empower every student to achieve their unique potential.

Vision

Intentionally empowering the whole child.

Other

Goals for the 2023 - 2024 school year.

1. Excellence in student outcomes

2. Exceptional workplace climate

3. Quality customer service

4. Efficient financial stewardship

5. School safety

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 7
- Curriculum, Instruction, and Assessment 8
- Parent and Community Engagement 9
- School Context and Organization 10
- Technology 11

Priority Problem Statements 12

Comprehensive Needs Assessment Data Documentation 14

Goals 16
Goal 1: Excellence in Student Outcomes 16
Goal 2: Exceptional Workplace Climate 23
Goal 3: Quality Customer Service 25
Goal 4: Efficient Financial Stewardship 28
Goal 5: Safe Schools Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential. 30
Title I Personnel 32
Policies, Procedures, and Requirements 33
Addendums 34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor High School is a comprehensive 9-12 high school campus. We have a traditional 8 period day. The campus has four administrators (Principal, Associate Principal, and two Assistant Principals) and three counselors that are paired by student alpha to address the comprehensive needs of each student and one at-risk counselor. There are 918 students currently enrolled at Taylor High School as of the 2023-2024 school year. The school is .22% Native Hawaiian/Other Pacific Islander, 8.17% Black/African American, 0.54% Asian, 63.07% Hispanic/Latino, 25.6% White, and 2.29% Two or More Races. The school is 46.8% female and 53.2% Male. 61.5% students are At-Risk, 48% are economically disadvantaged, 11.3% are English Learners, and 15.3% are a part of Special Education. Taylor High School is a Title I School-wide Program campus.

Demographics Strengths

A diverse campus student population challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. THS also has a championship Academic Decathalon Team and a wide array of extracurricular activities for students. THS's graduation rate consistently surpasses both regional and state averages. New growth in businesses and housing developments are bringing new students to the area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Taylor High School has a growing At-Risk population that will require additional support in all subjects .
Root Cause: Growth of the city of Taylor as well as increased expectations on state exams.

Problem Statement 2: Learning gaps with students in special populations have not improved in recent years.
Root Cause: Increased expectations and rigor on state exams have exacerbated achievement gaps.

Student Achievement

Student Achievement Summary

Students achieving at least approaches grade-level performance on the STAAR end of course exams for the Spring of 2023 were as follows: Algebra I 60% slightly down from 61%, Biology 79% up from 61%, US History 88% up from 80%, ELA I&II 55% up from 51%. Taylor High School students made improvements in all areas except Algebra which held steady.

Student Achievement Strengths

Students showed growth compared to Spring 2022 in all areas with the exception of Algebra.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students performed below the state average on ELA 1 and ELA 2 STAAR EOC tests, especially on the writing portion.
Root Cause: The format of the tests changed and a significant amount of students were confused on which portion was the essay. Some students left the writing portion completely blank.

Problem Statement 2 (Prioritized): Our CCMR score dropped into the 60's which caused a significant impact on our overall rating.
Root Cause: The new CCMR formula lowered the worth of some of our school's strengths.

School Culture and Climate

School Culture and Climate Summary

Taylor High School places great importance on school safety especially with the increased focus on mental health. All exterior doors are locked throughout the day and access requires an ID badge. There is a secure vestibule to enter the building where guests must provide identification and be run through the Raptor system before being allowed into the building. Fire drills are held monthly and other drills including severe weather, lockdowns, lockouts, and shelter-in-place are held on a regular basis. All classrooms are supplied with the TISD Emergency Procedures Guidelines. Visitors will follow specific guidelines if they proceed past the reception area. Upon arrival to school, the parent/guardian will notify the campus through the door entry communication system. Volunteers will only be permitted by authorization of the campus administration. Additional effective procedures are in place yearly to promote safety and a support thriving campus culture across the campus. Students feel safe on campus and as evidenced on campus surveys done throughout the year. At the beginning of every year, teachers are trained in the proper safety procedures on campus and teachers are evaluated during each drill for safe and effective practices. We also have a full time security officer and a police officer on campus.

School Culture and Climate Strengths

Taylor High School offers parents and students the opportunity to receive information on high school graduation requirements, state assessments, college and career planning in the fall and spring, attendance laws and other important information. The campus also includes information for parents to guide students in choosing pathways by providing information on available CTE programs and classes. Students are offered social and emotional lesson provided by the counselors every Monday. We offer a large variety of clubs, advanced courses, electives, extra-curricular activities, and cte pathways.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student buy-in to get involved in student organizations and extracurricular activities is not meeting expectations.
Root Cause: Communication of opportunities for student engagement and student voice is not being as effective as anticipated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Taylor High School strives to recruit and retain highly qualified and effective teachers. Taylor ISD provides staff with employer-covered basic healthcare for the employee and implemented an increase in salaries for both professional and non-professional staff. Taylor High School has also introduced new hires to skills and techniques that will aid in classroom success, has sought opportunities to retain staff by improving campus morale, implementing effective practices, and promoting career innovation by providing teachers with opportunities to obtain additional certifications such as ESL and SPED. Teachers participate in weekly PLC meetings with their departments in English and Math using data-driven instructional practices and collaboration to improve classroom instruction and student retention of material.

Staff Quality, Recruitment, and Retention Strengths

Grants are provided to teachers through the Taylor Educational Enrichment (TEE) Foundation that allow teachers to create innovative lesson and allow students to prepare for advanced certification exams. THS offers a variety of stipends for different certifications.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Difficultly in recruitment of highly qualified teachers.
Root Cause: Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor High school utilizes the TEKS Resource System, Lowman's, Textbooks, and online platforms as resources to provide all students with a guaranteed viable curriculum. THS uses Professional Learning Communities to engage in data driven instruction. The process allows teacher to analyze and develop assessments as well as informed instructional decisions. The campus' Dean of Education supports and enhances the process by sharing and helping in implementation of various instructional strategies. All students are including underrepresented populations are encouraged to participate in PreAP/AP/Dual Credit coursework.

The THS special education department prides itself in expanding the learning opportunities for LifeSkills students through the implementation of a work skills program as well as the creation of and continued implementation of a partner PE program.

Taylor HS CTE also provides students with a wide variety of career and technology pathways. These are included in the CTE Guidebook.

THS students have the opportunity to be involved in Advanced Placement courses and exams and we offer a Saturday SAT as well as school-day SAT, TSIA2, PSAT, and ASVAB tests. The goal is to increase the number of students that are college and career-ready. This year we scheduled a "Testing day" where all students 10-12 are taking either PSAT, TSIA2, or ASVAP tests unless they are already college or career ready. There will also be monthly opportunities to take the TSIA2 test starting in December.

Curriculum, Instruction, and Assessment Strengths

THS has created and defined several new career and technology pathways with multiple certifications available to students in those pathways.

Scheduling regular TSIA2 tests on campus has led to an increase in the number of students taking the exam and consequently an increase in those that are college and career-ready.

There was growth in all eoc's compared to last year with the exception of Algebra which held steady.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lower than desired (60%) number of students graduating College, Career, Military Ready (CCMR) ready.
Root Cause: THS is still working on our programs to meet the expectations of the new CCMR formula.

Problem Statement 2: Data-driven lesson planning is still in the development phase.
Root Cause: There is a need for additional training and focus on data-driven instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

THS has provided more opportunities for parents and community members to be involved in the educational process by soliciting input from parents at all grade levels. Climate Surveys and parental input forms will be provided during the 2023-2024 school year to allow for clear communication between parents and THS faculty/staff and administration. Announcements of upcoming events and pertinent information is provided through phone and email on the campus's all-call system as well as posted and updated on the website regularly as well as through the Remind app for individual teachers. The Campus Educational Improvement Committee will meet a minimum of three times during the year to allow community members, parents, and faculty/staff to provide input and work together towards effective solutions. A parental engagement policy is included in the campus handbook and a school-parent-student compact is available on the website as well. The school is supported by the community including the Taylor Educational Enrichment Foundation that provides teachers with grants every year.

Parent and Community Engagement Strengths

Campus events centered on reaching out to the parents and community including Meet the Ducks, the yearly Art Showcase, fine arts performances, and others. We also have instituted more parental meetings for clubs and programs across the campus as well as an Open House in August to get parents more directly involved in campus activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent attendance in academic and non-academic events beyond athletics.
Root Cause: Many of our parents work evenings and weekends as well as our current communication avenues are not reaching all of our stake holders.

School Context and Organization

School Context and Organization Summary

The campus follows a Monday-Friday 8:00 - 4:30 work day. All teachers are provided with a conference period and a 30 minute lunch period. Student lunches are staggered to accommodate facilities while maximizing instructional time on campus. The master schedule is also created in a way to prevent utilize effectively the time of all teachers. Professional learning communities are held for the English and Math content areas daily during departmental common periods. This does not take away from teacher conference periods as those are still in place as well. Tutorials are also provides from 8-8:30 in the morning and after school with individual teachers at a student request. The campus also has a yearly summer school that lasts for most of the month of June to provide students with the opportunity to recover credits lost during the previous school year.

The total number of discipline referrals decreased in the 2022-2023 school year compared to the previous year.

The campus has encouraged the use of a Restorative Discipline program to reduce the amount of time that students are removed from the classroom. Restorative Discipline is a model that reduces need for state discipline days, improves climate, increases academic campus performance.

The campus has a comprehensive school safety plan that is shared with faculty and staff. There are also cameras throughout the building in common areas and all exterior doors are locked. There is a also a handheld and full body metal detector used on campus. There are clear and concise emergency procedures in place as well as a close partnership with emergency response personnel.

The master schedule has also been designed to maximize the amount of time spent in instruction as well as eliminate gaps in teacher schedules. Instruction is protected from unnecessary interruptions.

School Context and Organization Strengths

Comprehensive school safety plan and anonymous bullying reports as well as a district and campus plan for the start of the school year. We offer protected instructional time for all teachers.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lower than desired school spirit amongst the student body.
Root Cause: Ineffective advertisement of the school's area of engagement.

Technology

Technology Summary

Taylor High School places a high priority on technology throughout the campus. All students participate in a campus-wide 1:1 technology initiative. All students are provided with a school-issued Apple iPad to use throughout the school year.

Technology Strengths

1:1 iPad ratio. The use of online platforms to organize and extend the learning process. Wireless internet access on campus for all school computers.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Some students struggle staying on task while using online platforms.
Root Cause: Students can access other material instead of the assigned task.

Priority Problem Statements

Problem Statement 1: Our CCMR score dropped into the 60's which caused a significant impact on our overall rating.

Root Cause 1: The new CCMR formula lowered the worth of some of our school's strengths.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students performed below the state average on ELA 1 and ELA 2 STAAR EOC tests, especially on the writing portion.

Root Cause 2: The format of the tests changed and a significant amount of students were confused on which portion was the essay. Some students left the writing portion completely blank.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Low parent attendance in academic and non-academic events beyond athletics.

Root Cause 3: Many of our parents work evenings and weekends as well as our current communication avenues are not reaching all of our stake holders.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Taylor High School has a growing At-Risk population that will require additional support in all subjects .

Root Cause 4: Growth of the city of Taylor as well as increased expectations on state exams.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Difficultly in recruitment of highly qualified teachers.

Root Cause 5: Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Lower than desired school spirit amongst the student body.

Root Cause 6: Ineffective advertisement of the school's area of engagement.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Lower than desired (60%) number of students graduating College, Career, Military Ready (CCMR) ready.

Root Cause 7: THS is still working on our programs to meet the expectations of the new CCMR formula.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Some students struggle staying on task while using online platforms.

Root Cause 8: Students can access other material instead of the assigned task.
Problem Statement 8 Areas: Technology

Problem Statement 9: Student buy-in to get involved in student organizations and extracurricular activities is not meeting expectations.
Root Cause 9: Communication of opportunities for student engagement and student voice is not being as effective as anticipated.
Problem Statement 9 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase overall STAAR performance to meet or exceed the state averages in all subject areas.

High Priority

Evaluation Data Sources: STAAR EOC results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train all teachers in Texas Instructional Leadership lesson alignment structure, to utilize the TEKS Resource System, TEKS Implementation. **Strategy's Expected Result/Impact:** Improved delivery of course content and aligned lesson planning to increase in overall scores on STAAR EOC exams. **Staff Responsible for Monitoring:** Principals Teacher Instructional specialist **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement interventions including our house bill 1416 targeted interventions, tutorials, and intervention classes. **Strategy's Expected Result/Impact:** Provide data to direct targeted instruction to struggling students on campus. -We will utilize Lowman Education curriculum for teachers to plan for intervention. -THS will offer additional academic events such as "Winter Wrap Up" for additional support. -Daily intervention period called "Home Room" **Staff Responsible for Monitoring:** Campus administration Teachers Reading and Math Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize the designated PLC time and support from our Dean of Academics to ensure lesson align to the rigor of the TEKS and review data from common formative and summative assessments as well as state provided interim assessments when possible. **Strategy's Expected Result/Impact:** Provide information that will allow teachers to modify instruction appropriately to meet the needs of all students. **Staff Responsible for Monitoring:** Principals Department Chairs **Title I:** 2.4, 2.5, 2.6				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Increase the effectiveness of the implementation of MTSS and the fidelity in the RtI process.

High Priority

Evaluation Data Sources: Student tracking data in the MTSS process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor and regularly evaluate student success in the MTSS process. **Strategy's Expected Result/Impact:** Increase in student performance on STAAR exams. **Staff Responsible for Monitoring:** Principal over the MTSS process. Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted tutorials and interventions for students in the MTSS process. **Strategy's Expected Result/Impact:** Increase student grades and performance on STAAR exams. **Staff Responsible for Monitoring:** Principals Teachers Math Interventionist Reading Interventionist **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase student academic growth and effective teaching.

High Priority

Evaluation Data Sources: Administration checks. BOY data, Interim assessment data, STAAR EOC data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support teachers by using TIL strategies to ensure the appropriate level of rigor. **Strategy's Expected Result/Impact:** Rigorous and relevant instruction at all levels focused on backwards planning from the assessment. **Staff Responsible for Monitoring:** Principals Instructional Coach Department Chair **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assist teachers that are struggling in their areas of need. **Strategy's Expected Result/Impact:** Rigorous and relevant instruction at all levels focused on backwards planning from the assessment. **Staff Responsible for Monitoring:** Principals Instructional Coaches **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All teachers will identify strategies that they are using for EL students, SPED students and 504 students. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Principals Instructional Specialist Sped Supports **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: THS faculty will implement weekly PLC meetings on campus focused on data-driven instruction. **Strategy's Expected Result/Impact:** Increase student achievement and improve teacher effectiveness. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Education Teachers **Title I:** 2.4, 2.6 **- Additional Targeted Support Strategy**				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase Student Progress in becoming College, Career, and Military Ready by 20%.

High Priority

Evaluation Data Sources: CCMR tracker data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue to grow, develop, and define Career and Technology (CTE) and CCMR at THS. **Strategy's Expected Result/Impact:** Additional Students in CTE classes Increase in the number of Industry Certifications Increase in the CCMR measure **Staff Responsible for Monitoring:** Principal over CTE, Campus Principal CCMR Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: THS will continue to be a TSI test site with all costs for the test being covered by the district. **Strategy's Expected Result/Impact:** Increased registration and success/performance on the TSI test. **Staff Responsible for Monitoring:** Principals Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize supplemental materials/technology provided by the district to support Career and Technical Programs as well as student certifications. **Strategy's Expected Result/Impact:** Increased student achievement and increased certifications. **Staff Responsible for Monitoring:** Principals Counselors CCMR Specialist **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Continue to provide quality training and professional development for faculty and staff.

Evaluation Data Sources: STAAR Data, Benchmarks, teach feedback surveys, Region 13 support, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide targeted Professional development on data-driven instruction using TIL strategies. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide an opportunity for teachers to become ESL certified. **Strategy's Expected Result/Impact:** With more teachers ESL certified, THS will have more flexibility in scheduling and increase student performance in class and on standardized test through implementation of targeted strategies throughout the school year. **Staff Responsible for Monitoring:** School Administration **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Provide opportunities for teachers and staff and specifically department leads to develop as leaders on campus.

Evaluation Data Sources: 1 on 1 coaching, Lunch and learn professional development. Department meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide opportunities for teachers to lead their departments. **Strategy's Expected Result/Impact:** Teacher leaders will participate in monthly leadership meetings and disseminate information to their departments through various methods. **Staff Responsible for Monitoring:** Principals AP Teachers **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase the effectiveness of PD by having teacher leaders present the material. **Strategy's Expected Result/Impact:** Teacher leaders will plan and execute pd throughout the year. **Staff Responsible for Monitoring:** Principals Counselors Lead Teachers **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 1: Use the restorative discipline process and set high expectations across the campus in order to reduce office referrals.

Evaluation Data Sources: Campus Referral Data, Discipline records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use restorative discipline as the first option with most behavior concerns. **Strategy's Expected Result/Impact:** Decrease in office referrals. **Staff Responsible for Monitoring:** Admin Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Set high behavior expectations especially for targeted items such as tardies, dress code, and maintaining a drug free campus. **Strategy's Expected Result/Impact:** Reduction in office referrals. **Staff Responsible for Monitoring:** Admin Teachers SRO **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 2: THS will increase opportunities to engage parents, families, community members, and businesses as partners to promote academic success for all

High Priority

Evaluation Data Sources: Meeting agendas, campus newsletter feedback, event sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide at least 3 Family Engagement activities during the 2023-2024 school year. **Strategy's Expected Result/Impact:** Increased parent and community engagement **Staff Responsible for Monitoring:** Principals, Parent Services Coordinator **Title I:** 4.1, 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for parents to learn about the Title 3 program and the benefits of this program to the students that fall under this heading. **Strategy's Expected Result/Impact:** Increase in student achievement through the knowledge of the program. **Staff Responsible for Monitoring:** Campus Title 3 coordinator **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for parents to learn about the Title 1 program and the benefits of this program to the students that fall under this heading. **Strategy's Expected Result/Impact:** Increase in student achievement and parental involvement through the knowledge of the program. **Staff Responsible for Monitoring:** Campus Title 1 coordinator, Parent Services Coordinator **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

Evaluation Data Sources: Achieve Perfect FIRST Rating
Campus/Department budgets balanced
Timelines for budgets are followed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly bookkeeper reviews. **Staff Responsible for Monitoring:** Principal Bookkeeper				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Adhere to district purchasing processes. **Staff Responsible for Monitoring:** Principal Bookkeeper				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Utilize staffing efficiencies to create competitive teacher and staff compensation.
- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025.
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential.

High Priority

Evaluation Data Sources: Student/Staff ratio
Pay structure comparisons to surrounding Districts

Strategy 1 Details	Reviews			
Strategy 1: Create efficient master schedule. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Maintain required staffing needs. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safe Schools

Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 1: Provide faculty and staff with quality training targeted at campus safety and mental health awareness.

Evaluation Data Sources: Campus PD schedule, Eduphoria.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continued training and updates will be provided to all faculty and staff over campus safety plans. **Strategy's Expected Result/Impact:** Emergency preparedness **Staff Responsible for Monitoring:** Admin Nurse SRO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Safe Schools
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 2: THS will work to improve the overall supervision on campus and make additions to the exterior of the building for added safety.

Evaluation Data Sources: Staff duty check ins, raptor log-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maintain a full-time security officer as well as a full-time police officer. **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Christy Hortenstine	CCMR Specialist		
John Matthews	Parent Services Coordinator	Parent & Family Engagement	
Kathryn Wyman	Sped Supports		
TBD	Campus Interventionist		

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

Addendums

APPENDIX

Taylor Independent School District

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
2. Coordinated Health Program ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
3. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC

● Recidivism rates			
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	Superintendent	Local Board Policy
5. Dropout Prevention	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
6. Dyslexia Treatment Programs ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
7. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		504 Special Programs Director	504 Handbook

9. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Career and Technical Education Director Chief Academic Officer Secondary Principals Secondary Counselors	CTE Handbook Counselors Office
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA Statutes	Deputy Superintendent of Principals Chief Academic Officers Principals	Attending Job Fairs Retention Rate Campus Climate Surveys
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Campus Principals	Staff Handbook CPS website
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:	Health and Safety Code, Ch. 161, Subchapter O-1,	Deputy Superintendent	Partnership with St. David's and Bluebonnet Trails

○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Principals Counselors Social Workers	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Deputy Superintendent Campus Principals	Student Code of Conduct
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Special Education Director	Special Education Handbook
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology Director of Instructional Technology	TEAMS District Servers

Legacy Early College High School

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: LEGACY EARLY COLLEGE H S

Campus Number: 246911009

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	60%	**100%**	-	100%	100%	-	*	-	-	*	-	100%	100%	100%	100%
	2023	72%	57%	**78%**	*	68%	100%	-	-	-	*	*	*	65%	90%	64%	22%
At Meets Grade Level or Above	2024	52%	36%	**84%**	-	75%	93%	-	*	-	-	*	-	75%	89%	64%	67%
	2023	52%	35%	**73%**	*	64%	90%	-	-	-	*	*	*	53%	90%	55%	22%
At Masters Grade Level	2024	16%	11%	**61%**	-	38%	86%	-	*	-	-	*	-	25%	84%	21%	33%
	2023	13%	8%	**19%**	*	16%	20%	-	-	-	*	*	*	6%	30%	9%	22%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	67%	**97%**	*	94%	100%	-	-	-	*	*	*	90%	100%	95%	83%
	2023	74%	59%	**97%**	*	100%	93%	-	-	-	-	*	-	100%	95%	100%	100%
At Meets Grade Level or Above	2024	58%	46%	**88%**	*	78%	100%	-	-	-	*	*	*	70%	95%	80%	67%
	2023	54%	37%	**94%**	*	100%	86%	-	-	-	-	*	-	100%	89%	94%	100%
At Masters Grade Level	2024	9%	6%	**19%**	*	17%	25%	-	-	-	*	*	*	10%	23%	15%	0%
	2023	9%	5%	**21%**	*	19%	21%	-	-	-	-	*	-	0%	37%	19%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	**100%**	-	100%	100%	-	-	-	-	*	*	100%	100%	100%	*
	2023	79%	65%	**70%**	*	60%	100%	-	-	-	*	*	-	67%	75%	62%	44%
At Meets Grade Level or Above	2024	43%	35%	**55%**	-	43%	83%	-	-	-	-	*	*	33%	73%	31%	*
	2023	43%	21%	**12%**	*	12%	17%	-	-	-	*	*	-	14%	8%	12%	11%
At Masters Grade Level	2024	24%	16%	**30%**	-	29%	33%	-	-	-	-	*	*	11%	45%	15%	*
	2023	23%	8%	**3%**	*	4%	0%	-	-	-	*	*	-	5%	0%	4%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	89%	**96%**	-	92%	100%	-	*	-	-	*	-	89%	100%	91%	*
	2023	88%	79%	**86%**	*	80%	100%	-	-	-	*	*	*	75%	95%	76%	56%
At Meets Grade Level or Above	2024	56%	44%	**82%**	-	69%	93%	-	*	-	-	*	-	67%	89%	64%	*
	2023	56%	38%	**66%**	*	52%	100%	-	-	-	*	*	*	50%	79%	43%	22%
At Masters Grade Level	2024	19%	15%	**46%**	-	31%	57%	-	*	-	-	*	-	0%	68%	9%	*
	2023	21%	10%	**26%**	*	12%	75%	-	-	-	*	*	*	13%	37%	10%	11%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	94%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
	2023	94%	88%	**97%**	-	100%	91%	-	*	-	*	*	-	100%	94%	94%	*
At Meets Grade Level or Above	2024	69%	59%	**88%**	*	100%	86%	-	-	-	-	*	-	82%	93%	83%	*
	2023	70%	55%	**92%**	-	91%	91%	-	*	-	*	*	-	95%	88%	83%	*
At Masters Grade Level	2024	37%	29%	**54%**	*	50%	57%	-	-	-	-	*	-	18%	80%	50%	*
	2023	38%	22%	**54%**	-	43%	64%	-	*	-	*	*	-	60%	47%	33%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	80%	**100%**	-	100%	*	-	*	-	*	*	-	100%	-	100%	*
	2023	90%	84%	**86%**	*	80%	100%	-	*	-	*	-	-	86%	-	71%	*
At Meets Grade Level or Above	2024	59%	45%	**68%**	-	69%	*	-	*	-	*	*	-	68%	-	55%	*
	2023	61%	47%	**43%**	*	20%	71%	-	*	-	*	-	-	43%	-	29%	*
At Masters Grade Level	2024	12%	1%	**0%**	-	0%	*	-	*	-	*	*	-	0%	-	0%	*
	2023	12%	1%	**0%**	*	0%	0%	-	*	-	*	-	-	0%	-	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	64%	**99%**	*	98%	100%	-	*	-	*	92%	*	97%	100%	98%	96%
	2023	76%	62%	**86%**	88%	80%	96%	-	*	-	100%	67%	*	82%	91%	76%	54%
At Meets Grade Level or Above	2024	48%	34%	**79%**	*	71%	89%	-	*	-	*	38%	*	67%	90%	64%	67%
	2023	49%	32%	**65%**	75%	57%	80%	-	*	-	83%	44%	*	57%	76%	51%	31%
At Masters Grade Level	2024	20%	11%	**37%**	*	26%	52%	-	*	-	*	8%	*	10%	59%	19%	33%
	2023	20%	9%	**22%**	25%	17%	32%	-	*	-	33%	22%	*	15%	32%	13%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**98%**	*	97%	100%	-	*	-	*	100%	*	95%	100%	97%	92%
	2023	77%	62%	**87%**	*	80%	96%	-	-	-	*	*	*	81%	92%	79%	50%
At Meets Grade Level or Above	2024	54%	39%	**86%**	*	76%	96%	-	*	-	*	50%	*	73%	93%	74%	67%
	2023	53%	34%	**83%**	*	78%	88%	-	-	-	*	*	*	74%	90%	71%	50%
At Masters Grade Level	2024	22%	12%	**40%**	*	26%	58%	-	*	-	*	17%	*	18%	51%	18%	17%
	2023	20%	10%	**20%**	*	17%	21%	-	-	-	*	*	*	3%	33%	13%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	**100%**	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
	2023	75%	59%	**76%**	*	66%	100%	-	*	-	*	*	-	76%	75%	64%	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	29%	**62%**	-	56%	70%	-	*	-	*	*	*	57%	73%	42%	40%
	2023	45%	25%	**24%**	*	14%	46%	-	*	-	*	*	-	29%	8%	15%	10%
At Masters Grade Level	2024	17%	8%	**15%**	-	15%	20%	-	*	-	*	*	*	4%	45%	8%	40%
	2023	19%	6%	**2%**	*	3%	0%	-	*	-	*	*	-	2%	0%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	68%	**96%**	-	92%	100%	-	*	-	-	*	-	89%	100%	91%	*
	2023	77%	67%	**86%**	*	80%	100%	-	-	-	*	*	*	75%	95%	76%	56%
At Meets Grade Level or Above	2024	43%	34%	**82%**	-	69%	93%	-	*	-	-	*	-	67%	89%	64%	*
	2023	47%	34%	**66%**	*	52%	100%	-	-	-	*	*	*	50%	79%	43%	22%
At Masters Grade Level	2024	16%	10%	**46%**	-	31%	57%	-	*	-	-	*	-	0%	68%	9%	*
	2023	18%	9%	**26%**	*	12%	75%	-	-	-	*	*	*	13%	37%	10%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	68%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
	2023	78%	69%	**97%**	-	100%	91%	-	*	-	*	*	-	100%	94%	94%	*
At Meets Grade Level or Above	2024	51%	36%	**88%**	*	100%	86%	-	-	-	-	*	-	82%	93%	83%	*
	2023	52%	41%	**92%**	-	91%	91%	-	*	-	*	*	-	95%	88%	83%	*
At Masters Grade Level	2024	27%	16%	**54%**	*	50%	57%	-	-	-	-	*	-	18%	80%	50%	*
	2023	27%	16%	**54%**	-	43%	64%	-	*	-	*	*	-	60%	47%	33%	*

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	60%	**96%**	-	91%	100%	-	*	-	-	*	-	88%	100%	89%	*
	2023	57%	50%	**56%**	*	56%	43%	-	-	-	*	*	*	44%	68%	53%	61%
End of Course English II	2024	69%	71%	**86%**	*	82%	100%	-	-	-	*	*	*	90%	83%	84%	80%
	2023	74%	68%	**95%**	*	100%	88%	-	-	-	-	*	-	100%	91%	100%	100%
End of Course Algebra I	2024	72%	78%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	*
	2023	76%	76%	**47%**	-	44%	*	-	-	-	*	*	-	50%	43%	43%	50%
All Grades Both Subjects	2024	64%	57%	**92%**	*	89%	100%	-	*	-	*	100%	*	91%	93%	88%	89%
	2023	64%	57%	**69%**	*	65%	73%	-	-	-	*	*	*	65%	73%	63%	68%
All Grades ELA/Reading	2024	67%	60%	**90%**	*	86%	100%	-	*	-	*	*	*	89%	91%	86%	86%
	2023	63%	53%	**75%**	*	74%	71%	-	-	-	*	*	*	70%	79%	71%	75%
All Grades Mathematics	2024	60%	53%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	*
	2023	66%	62%	**47%**	-	44%	*	-	-	-	*	*	-	50%	43%	43%	50%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	24%	*	-	*	*	-	-	-	-	*	-	*	*	*	-
	2023	26%	19%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
End of Course English II	2024	29%	35%	**80%**	-	80%	-	-	-	-	-	*	-	*	*	80%	*
	2023	41%	31%	*	-	-	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2024	55%	66%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
	2023	58%	53%	**13%**	-	13%	-	-	-	-	-	*	-	14%	*	13%	20%
All Grades Both Subjects	2024	32%	29%	**89%**	-	88%	*	-	-	-	-	*	-	86%	*	89%	*
	2023	38%	32%	**12%**	-	7%	*	-	-	-	-	*	-	14%	*	13%	9%
All Grades ELA/Reading	2024	30%	29%	**86%**	-	83%	*	-	-	-	-	*	-	80%	*	86%	*
	2023	35%	28%	**11%**	-	0%	*	-	-	-	-	*	-	14%	*	13%	0%
All Grades Mathematics	2024	35%	29%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
	2023	40%	35%	**13%**	-	13%	-	-	-	-	-	*	-	14%	*	13%	20%

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

	School Year	State	District	Campus	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%	64%	**99%**	-	-	-	-	-	-	95%	-	95%	-	-	99%	95%	100%
	2023	76%	62%	**86%**	-	-	-	-	-	-	48%	53%	38%	-	-	93%	48%	83%
At Meets Grade Level or Above	2024	48%	34%	**79%**	-	-	-	-	-	-	60%	-	60%	-	-	82%	60%	85%
	2023	49%	32%	**65%**	-	-	-	-	-	-	16%	18%	13%	-	-	73%	16%	69%
At Masters Grade Level	2024	20%	11%	**37%**	-	-	-	-	-	-	25%	-	25%	-	-	40%	25%	31%
	2023	20%	9%	**22%**	-	-	-	-	-	-	4%	6%	0%	-	-	27%	4%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	64%	**98%**	-	-	-	-	-	-	91%	-	91%	-	-	100%	91%	100%
	2023	77%	62%	**87%**	-	-	-	-	-	-	33%	33%	*	-	-	96%	33%	91%
At Meets Grade Level or Above	2024	54%	39%	**86%**	-	-	-	-	-	-	64%	-	64%	-	-	89%	64%	100%
	2023	53%	34%	**83%**	-	-	-	-	-	-	33%	33%	*	-	-	90%	33%	91%
At Masters Grade Level	2024	22%	12%	**40%**	-	-	-	-	-	-	9%	-	9%	-	-	47%	9%	40%
	2023	20%	10%	**20%**	-	-	-	-	-	-	11%	17%	*	-	-	24%	11%	9%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	*
	2023	75%	59%	**76%**	-	-	-	-	-	-	50%	60%	*	-	-	84%	50%	63%
At Meets Grade Level or Above	2024	43%	29%	**62%**	-	-	-	-	-	-	*	-	*	-	-	68%	*	*
	2023	45%	25%	**24%**	-	-	-	-	-	-	0%	0%	*	-	-	29%	0%	25%
At Masters Grade Level	2024	17%	8%	**15%**	-	-	-	-	-	-	*	-	*	-	-	13%	*	*
	2023	19%	6%	**2%**	-	-	-	-	-	-	0%	0%	*	-	-	3%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	68%	**96%**	-	-	-	-	-	-	*	-	*	-	-	96%	*	*
	2023	77%	67%	**86%**	-	-	-	-	-	-	57%	60%	*	-	-	96%	57%	80%
At Meets Grade Level or Above	2024	43%	34%	**82%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2023	47%	34%	**66%**	-	-	-	-	-	-	14%	20%	*	-	-	83%	14%	60%
At Masters Grade Level	2024	16%	10%	**46%**	-	-	-	-	-	-	*	-	*	-	-	46%	*	*
	2023	18%	9%	**26%**	-	-	-	-	-	-	0%	0%	*	-	-	30%	0%	40%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	68%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	*
	2023	78%	69%	**97%**	-	-	-	-	-	-	*	*	-	-	-	97%	*	100%
At Meets Grade Level or Above	2024	51%	36%	**88%**	-	-	-	-	-	-	*	-	*	-	-	86%	*	*
	2023	52%	41%	**92%**	-	-	-	-	-	-	*	*	-	-	-	94%	*	100%

Texas Education Agency

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

LEGACY EARLY COLLEGE H S (246911009) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	16%	**54%**	-	-	-	-	-	-	*	-	*	-	-	57%	*	*
	2023	27%	16%	**54%**	-	-	-	-	-	-	*	*	-	-	-	58%	*	40%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	**92%**	-	-	-	-	-	-	86%	-	86%	-	-	92%	86%	100%
	2023	64%	57%	**69%**	-	-	-	-	-	-	57%	50%	70%	-	-	70%	57%	77%
All Grades ELA/Reading	2024	67%	60%	**90%**	-	-	-	-	-	-	83%	-	83%	-	-	90%	83%	100%
	2023	63%	53%	**75%**	-	-	-	-	-	-	61%	58%	*	-	-	76%	61%	82%
All Grades Mathematics	2024	60%	53%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	*
	2023	66%	62%	**47%**	-	-	-	-	-	-	50%	*	*	-	-	45%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**89%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	-
	2023	38%	32%	**12%**	-	-	-	-	-	-	10%	17%	*	-	-	17%	10%	*
All Grades ELA/Reading	2024	30%	29%	**86%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
	2023	35%	28%	**11%**	-	-	-	-	-	-	0%	*	*	-	-	*	0%	*
All Grades Mathematics	2024	35%	29%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	40%	35%	**13%**	-	-	-	-	-	-	20%	*	*	-	-	*	20%	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	*	-	*	100%	*	99%	100%	99%	100%
Included in Accountability	92%	94%	**98%**	*	95%	100%	-	*	-	*	100%	*	97%	98%	95%	89%
Not Included in Accountability: Mobile	4%	4%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	*	3%	0%	-	*	-	*	0%	*	1%	2%	4%	11%
Not Tested	1%	1%	**1%**	*	1%	0%	-	*	-	*	0%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	*	1%	0%	-	*	-	*	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	97%	100%	-	*	-	*	100%	*	96%	100%	97%	100%
Included in Accountability	91%	93%	**94%**	*	89%	100%	-	*	-	*	100%	*	92%	95%	89%	80%
Not Included in Accountability: Mobile	4%	4%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**4%**	*	8%	0%	-	*	-	*	0%	*	4%	5%	8%	20%
Not Tested	1%	1%	**1%**	*	3%	0%	-	*	-	*	0%	*	4%	0%	3%	0%
Absent	1%	1%	**1%**	*	3%	0%	-	*	-	*	0%	*	4%	0%	3%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**100%**	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	5%	4%	**0%**	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	-	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
Included in Accountability	93%	94%	**100%**	-	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	4%	**0%**	-	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Not Tested	1%	2%	**0%**	-	0%	0%	-	*	-	-	*	-	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	-	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	98%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
Included in Accountability	94%	95%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	3%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Not Tested	1%	2%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	99%	**100%**	-	100%	*	-	*	-	*	*	-	100%	-	100%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	73%	97%	100%	-	*	-	100%	100%	*	97%	96%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**2%**	27%	1%	0%	-	*	-	0%	0%	*	0%	4%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	*	3%	0%	2%	8%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	80%	93%	100%	-	-	-	*	*	*	91%	98%	93%	82%
Not Included in Accountability: Mobile	4%	4%	**1%**	20%	0%	0%	-	-	-	*	*	*	0%	3%	2%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**4%**	0%	7%	0%	-	-	-	*	*	*	9%	0%	5%	18%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	97%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	92%	**96%**	*	97%	100%	-	*	-	*	*	-	100%	86%	97%	100%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**4%**	*	3%	0%	-	*	-	*	*	-	0%	14%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	3%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	2%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**97%**	*	100%	100%	-	-	-	*	*	*	100%	95%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	0%	0%	-	-	-	*	*	*	0%	5%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	**100%**	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	93%	**100%**	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Not Tested	1%	4%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Absent	1%	2%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Other	0%	1%	**0%**	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	100%	**100%**	*	100%	100%	-	*	-	*	-	-	100%	-	100%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**95.6%**	97.1%	95.0%	96.3%	*	*	-	*	*	95.3%	94.6%
2021-22	92.2%	91.6%	**92.6%**	*	92.2%	93.5%	*	*	-	*	*	92.2%	91.9%
Chronic Absenteeism													
2022-23	20.3%	22.2%	**9.6%**	0.0%	12.5%	7.0%	*	*	-	*	0.0%	11.3%	16.7%
2021-22	25.7%	30.0%	**22.6%**	33.3%	24.5%	18.9%	*	*	-	*	*	22.7%	20.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2021-22	2.2%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	*	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	3.1%	1.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.3%	4.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.6%	94.3%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2022													
Graduated	89.7%	95.9%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Received TxCHSE	0.3%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Continued HS	3.5%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Dropped Out	6.4%	3.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduates and TxCHSE	90.0%	96.3%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.6%	96.7%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Received TxCHSE	0.4%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Continued HS	1.0%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Dropped Out	6.8%	2.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduates and TxCHSE	92.2%	96.7%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Class of 2021													
Graduated	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2022	89.7%	94.0%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Class of 2022	3.7%	4.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.8%	**97.5%**	*	95.8%	100.0%	*	*	-	*	*	100.0%	*
Class of 2022	84.3%	83.4%	**92.5%**	*	88.5%	100.0%	-	-	-	-	-	93.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.4%	**97.5%**	*	95.8%	100.0%	*	*	-	*	*	100.0%	*
Class of 2022	88.0%	87.7%	**92.5%**	*	88.5%	100.0%	-	-	-	-	-	93.8%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2021-22	3.9%	4.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	**97.5%**	*	95.8%	100.0%	*	*	-	*	*	100.0%	*
2021-22	82.3%	82.0%	**92.5%**	*	88.5%	100.0%	-	-	-	-	-	93.8%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	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%	85.9%	**97.5%**	*	95.8%	100.0%	*	*	-	*	*	100.0%	*
2021-22	86.0%	86.1%	**92.5%**	*	88.5%	100.0%	-	-	-	-	-	93.8%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	40	100.0%	241	377,367
By Ethnicity:				
African American	2	5.0%	21	46,822
Hispanic	24	60.0%	142	197,333
White	9	22.5%	70	103,009
American Indian	2	5.0%	2	1,181
Asian	1	2.5%	2	19,151
Pacific Islander	0	0.0%	2	574
Two or More Races	2	5.0%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	1	2.5%	34	49,278
Foundation H.S. Program (Endorsement)	0	0.0%	6	16,475
Foundation H.S. Program (DLA)	39	97.5%	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	1	2.5%	17	34,589
Economically Disadvantaged Graduates	17	42.5%	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	5.0%	24	50,229
At-Risk Graduates	6	15.0%	94	168,430
CTE Completers	1	2.5%	80	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	79.3%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
2021-22	70.0%	59.3%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	63.5%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	86.7%	**95.0%**	*	91.7%	100.0%	*	*	-	*	*	94.1%	*
2021-22	57.1%	42.6%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	54.8%	**75.0%**	*	70.8%	77.8%	*	*	-	*	*	70.6%	*
2021-22	48.2%	20.5%	**35.0%**	*	26.9%	46.2%	-	-	-	-	-	25.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	53.5%	**75.0%**	*	70.8%	77.8%	*	*	-	*	*	70.6%	*
2021-22	42.2%	18.9%	**35.0%**	*	26.9%	46.2%	-	-	-	-	-	25.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	12.9%	**25.0%**	*	20.8%	44.4%	*	*	-	*	*	23.5%	*
2021-22	20.5%	12.3%	**17.5%**	*	19.2%	15.4%	-	-	-	-	-	12.5%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	14.1%	**85.0%**	*	79.2%	88.9%	*	*	-	*	*	82.4%	*
2021-22	2.4%	9.8%	**60.0%**	*	57.7%	61.5%	-	-	-	-	-	62.5%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	23.2%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
2021-22	24.0%	25.0%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2021-22	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.4%	**2.5%**	*	4.2%	0.0%	*	*	-	*	*	5.9%	*
2021-22	5.0%	5.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	40.7%	**2.5%**	*	4.2%	0.0%	*	*	-	*	*	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	37.8%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2021-22	28.0%	18.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.9%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2021-22	2.5%	7.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	**2.5%**	*	4.2%	0.0%	*	*	-	*	*	0.0%	*

- Indicates there are no students in the group.

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

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

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	36.1%	**95.0%**	*	91.7%	100.0%	*	*	-	*	*	94.1%	*
	2021-22	22.8%	29.5%	**97.5%**	*	96.2%	100.0%	-	-	-	-	-	93.8%	*
Mathematics	2022-23	19.9%	38.2%	**75.0%**	*	70.8%	77.8%	*	*	-	*	*	70.6%	*
	2021-22	18.7%	15.6%	**22.5%**	*	11.5%	46.2%	-	-	-	-	-	12.5%	*
Both Subjects	2022-23	12.5%	24.9%	**75.0%**	*	70.8%	77.8%	*	*	-	*	*	70.6%	*
	2021-22	12.6%	13.1%	**22.5%**	*	11.5%	46.2%	-	-	-	-	-	12.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	56.4%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2021-22	11.7%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Mathematics	2022-23	20.2%	16.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2021-22	14.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Both Subjects	2022-23	12.5%	14.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2021-22	7.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	21.6%	**31.6%**	*	31.1%	36.4%	*	*	-	*	*	27.3%	*
	2022	23.0%	14.7%	**5.8%**	*	3.8%	12.5%	*	*	-	*	*	2.7%	*
English Language Arts	2023	13.8%	11.6%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2022	13.2%	10.8%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Mathematics	2023	7.0%	9.2%	**22.4%**	*	24.4%	22.7%	*	*	-	*	*	21.2%	*
	2022	6.9%	2.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Science	2023	10.3%	8.8%	**28.9%**	*	26.7%	36.4%	*	*	-	*	*	27.3%	*
	2022	9.6%	4.3%	**5.8%**	*	3.8%	12.5%	*	*	-	*	*	2.7%	*
Social Studies	2023	13.1%	9.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2022	12.5%	8.3%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	23.1%	**20.8%**	-	14.3%	25.0%	-	*	-	*	-	11.1%	-
	2022	53.3%	39.4%	**20.0%**	-	*	*	-	-	-	-	-	*	-
English Language Arts	2023	52.3%	25.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	38.5%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	17.4%	**29.4%**	-	18.2%	40.0%	-	*	-	-	-	14.3%	-
	2022	50.4%	10.0%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	11.4%	**4.5%**	-	0.0%	12.5%	-	*	-	*	-	0.0%	-
	2022	44.7%	14.3%	**20.0%**	-	*	*	-	-	-	-	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	15.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	7.5%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	99.6%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
	2021-22	71.5%	61.1%	**62.5%**	*	61.5%	61.5%	-	-	-	-	-	75.0%	*
At/Above Criterion for All Examinees	2022-23	28.9%	15.8%	**26.1%**	*	15.4%	38.5%	*	*	-	*	*	15.0%	*
	2021-22	32.1%	16.8%	**28.0%**	*	25.0%	25.0%	-	-	-	-	-	25.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	900	**995**	*	951	1061	*	*	-	*	*	951	*
	2021-22	1001	934	**1034**	1230	1009	1061	-	-	-	-	-	1008	790
English Language Arts and Writing	2022-23	497	453	**510**	*	473	565	*	*	-	*	*	478	*
	2021-22	506	479	**536**	630	522	551	-	-	-	-	-	521	390
Mathematics	2022-23	482	447	**486**	*	478	496	*	*	-	*	*	474	*
	2021-22	496	455	**499**	600	487	510	-	-	-	-	-	488	400
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.5	21.9	**22.5**	-	21.0	24.0	-	-	-	-	-	22.5	-
English Language Arts	2022-23	18.8	*	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.2	22.9	**23.3**	-	23.5	23.0	-	-	-	-	-	23.3	-
Mathematics	2022-23	18.9	*	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.3	22.0	**23.5**	-	21.0	26.0	-	-	-	-	-	23.5	-
Science	2022-23	19.5	*	**-**	-	-	-	-	-	-	-	-	-	-
	2021-22	19.8	20.0	**20.5**	-	17.0	24.0	-	-	-	-	-	20.5	-

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	36.9%	**72.2%**	57.1%	68.6%	79.1%	*	*	-	*	60.0%	66.7%	41.7%
	2021-22	44.2%	37.5%	**70.2%**	60.0%	68.2%	71.4%	*	*	-	*	*	68.2%	50.0%
English Language Arts	2022-23	17.4%	17.9%	**58.5%**	28.6%	57.6%	59.5%	*	*	-	*	40.0%	53.6%	33.3%
	2021-22	16.6%	14.6%	**41.8%**	60.0%	40.4%	40.8%	*	*	-	*	*	35.9%	40.0%
Mathematics	2022-23	19.5%	19.9%	**37.3%**	0.0%	39.0%	31.6%	*	*	-	*	40.0%	32.8%	18.2%
	2021-22	19.9%	21.7%	**37.7%**	60.0%	33.7%	42.9%	*	*	-	*	*	30.6%	30.0%
Science	2022-23	21.5%	17.5%	**43.7%**	28.6%	41.2%	42.9%	*	*	-	*	20.0%	39.1%	16.7%
	2021-22	21.1%	22.5%	**41.0%**	40.0%	38.1%	46.9%	*	*	-	*	*	33.8%	20.0%
Social Studies	2022-23	24.0%	17.8%	**59.4%**	28.6%	58.1%	61.9%	*	*	-	*	40.0%	52.2%	25.0%
	2021-22	22.8%	19.9%	**66.3%**	60.0%	62.9%	69.4%	*	*	-	*	*	60.0%	40.0%
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	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**121**	**100.0%**	**3,028**	**5,517,464**	**122**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Grade 9	30	24.8%	9.1%	8.6%	30	24.6%	9.1%	8.5%
Grade 10	33	27.3%	8.9%	8.0%	33	27.0%	8.8%	7.9%
Grade 11	26	21.5%	8.4%	7.4%	26	21.3%	8.3%	7.4%
Grade 12	32	26.4%	7.5%	6.6%	33	27.0%	8.0%	6.7%
Ethnic Distribution								
African American	3	2.5%	8.0%	12.8%	3	2.5%	7.9%	12.8%
Hispanic	65	53.7%	63.8%	53.2%	66	54.1%	64.0%	53.2%
White	48	39.7%	24.3%	25.0%	48	39.3%	24.2%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	2	1.7%	0.7%	5.4%	2	1.6%	0.7%	5.4%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	3	2.5%	2.8%	3.1%	3	2.5%	2.8%	3.1%
Sex								
Female	78	64.5%	49.4%	48.9%	79	64.8%	49.3%	48.8%
Male	43	35.5%	50.6%	51.1%	43	35.2%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	63	52.1%	67.4%	62.3%	63	51.6%	67.0%	62.2%
Non-Educationally Disadvantaged	58	47.9%	32.6%	37.7%	59	48.4%	33.0%	37.8%
Section 504 Students	11	9.1%	7.9%	7.2%	11	9.0%	7.9%	7.2%
EB Students/EL	11	9.1%	19.3%	24.4%	11	9.0%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	3.9%	1.9%				
Students w/ Dyslexia	6	5.0%	7.8%	6.0%	6	4.9%	7.7%	6.0%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	5	4.1%	2.4%	1.4%	5	4.1%	2.4%	1.4%
Immigrant	0	0.0%	0.3%	2.9%	0	0.0%	0.3%	2.9%
Migrant	1	0.8%	0.2%	0.2%	1	0.8%	0.2%	0.2%
Title I	121	100.0%	99.9%	65.7%	122	100.0%	99.9%	65.7%
Military Connected	0	0.0%	0.1%	3.9%	0	0.0%	0.1%	3.9%
At-Risk	30	24.8%	58.1%	53.2%	31	25.4%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	11	9.1%	19.2%	24.5%	11	9.0%	19.1%	24.4%
Career and Technical Education	68	56.2%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	68	56.2%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	16	13.2%	6.6%	8.5%	17	13.9%	6.6%	8.5%
Special Education	6	5.0%	16.5%	13.9%	6	4.9%	16.8%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**6**							
Students with Intellectual Disabilities	*	*	53.0%	45.7%				
Students with Physical Disabilities	*	*	25.4%	18.9%				
Students with Autism	*	*	8.6%	16.2%				
Students with Behavioral Disabilities	0	0.0%	11.8%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**5**	**3.4%**	**9.6%**	**16.1%**				
African American	1	0.7%	1.3%	3.4%				
Hispanic	3	2.1%	5.7%	8.5%				
White	1	0.7%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.4%	0.5%				
Special Ed Students who are Mobile	0	0.0%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	3	4.2%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**16**	**15.5%**	**26.4%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	0.0%	10.0%	7.9%	0.0%	10.8%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	11.3	16.2	16.3
Foreign Languages	12.3	16.8	18.8
Mathematics	8.8	16.4	17.5

Class Size Information	Campus	District	State
Science	13.3	17.7	18.5
Social Studies	12.6	17.5	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**11.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	11.0	100.0%	63.6%	63.9%
Teachers	9.1	82.6%	48.4%	48.3%
Professional Support	0.9	8.4%	11.7%	11.1%
Campus Administration (School Leadership)	1.0	9.1%	2.0%	3.3%
Educational Aides	0.0	0.0%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	9.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**2.0**	**18.2%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	6.7%	12.6%
Hispanic	1.0	11.0%	25.0%	30.1%
White	8.1	89.0%	67.1%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	4.0	44.1%	25.6%	24.5%
Females	5.1	55.9%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	4.4%	2.5%
Bachelors	7.0	77.1%	75.2%	71.7%
Masters	2.1	22.9%	19.5%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	10.2%	8.7%
1-5 Years Experience	5.0	55.1%	31.8%	27.4%
6-10 Years Experience	3.0	33.0%	20.2%	20.2%
11-20 Years Experience	0.0	0.0%	23.3%	27.1%
21-30 Years Experience	1.1	11.9%	11.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.6%	3.0%
Number of Students per Teacher	13.3	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.3	6.0
Average Years Experience of Principals with District	3.0	2.2	5.1
Average Years Experience of Assistant Principals	0.0	5.3	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	8.8	9.8	11.1
Average Years Experience of Teachers with District	4.6	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$47,810	$54,272
1-5 Years Experience	$53,107	$53,000	$58,185
6-10 Years Experience	$59,044	$58,355	$61,494
11-20 Years Experience	-	$65,755	$65,219
21-30 Years Experience	$69,720	$70,880	$69,723
Over 30 Years Experience	-	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$57,047	$59,192	$62,474
Professional Support	$68,927	$66,272	$73,783
Campus Administration (School Leadership)	$92,214	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.8	8.5%	6.3%	5.5%
Compensatory Education	0.0	0.0%	1.0%	3.1%
Gifted and Talented Education	0.1	1.4%	1.8%	1.6%
Regular Education	6.2	68.5%	79.7%	69.8%
Special Education	0.0	0.0%	10.3%	10.3%
Other	2.0	21.6%	0.9%	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.)

Legacy Early College High School

GOALS AND OBJECTIVES

Taylor Independent School District

Legacy Early College High School

2023-2024 Campus Improvement Plan

Mission Statement

Legacy Early College High School’s mission is to provide a unique and rigorous academic experience in a supportive and family-like environment so that students are prepared for post-secondary education and/or careers.

Vision

Vision

Legacy Early College High School’s vision is to ensure that all students graduate with the knowledge and skills necessary for post-secondary success.

Table of Contents

Goals 3
Goal 1: Excellence in Student Outcomes 3
Goal 2: Exceptional Workplace Climate 10
Goal 3: Quality Customer Service 13
Goal 4: Efficient Financial Stewardship 18
Goal 5: Safety in Schools- Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential. 20
Policies, Procedures, and Requirements 22

Goals

Goal 1: Excellence in Student Outcomes

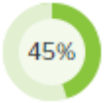
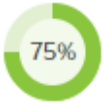
Performance Objective 1: Increase Student academic growth, including an increase in the percentage of students achieving at the Meets and Masters level on all End of Course exams

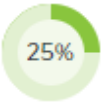
High Priority

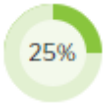
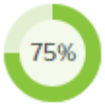
Evaluation Data Sources: STAAR EOC's, CBA's, formal and informal classroom data, state interim testing, and Renaissance data, PD Plans, trainings

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: implement student data tracking Math and English classes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enroll all 9th grade students in a Practical Writing class to increase performance on English 1 EOC , including support for TSIA2 Reading/Writing **Strategy's Expected Result/Impact:** Increased Learning, Targeted Teaching, Higher scoring on testing both STAAR English 1 and TSIA2 results **Staff Responsible for Monitoring:** Principal & Practical Writing Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize Renaissance Learning to monitor beginning, middle and end of year performance in Math and Reading for 9-11th grade students **Strategy's Expected Result/Impact:** Ongoing data monitoring to measure growth throughout the year. **Staff Responsible for Monitoring:** English and Math teachers (9th-11th grade) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Enroll all 9th grade Algebra 1 students in a double -blocked Algebra 1 class to increase performance on Algebra 1 EOC exam, including the use of Stemscopes curriculum **Strategy's Expected Result/Impact:** Increase in student performance in Algebra 1 assessments and increase in growth compared to 8th grade STAAR Math results **Staff Responsible for Monitoring:** Algebra 1 teacher and Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Provide Emergent Bilingual Learners with tools and resources to increase their language acquisition in all content areas

Evaluation Data Sources: Interim, STAAR EOC, Renaissance data, TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: consider new lead teacher to support ESL students; intervention plan updates, scheduling reconsiderations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ESL identified students will receive headphones and computer software that will provide additional academic support in Reading and Listening skills during Friday target groups **Strategy's Expected Result/Impact:** Increase in language attainment **Staff Responsible for Monitoring:** English 1 and 2 teachers **TEA Priorities:** Build a foundation of reading and math	25%	35%	35%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train and support teachers in Summit K-12 to support students with lessons and activities for language acquisition to be used for targeted interventions **Strategy's Expected Result/Impact:** increase in language acquisition and reading ability **Staff Responsible for Monitoring:** English 1 and 2 teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	25%	25%	→

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

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Provide meaningful opportunities to develop student leadership on campus through the strategic design of Friday schedule

High Priority

Evaluation Data Sources: Student driven clubs, service learning participation, student surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: collaborate with StuCo to build capacity in leaders of clubs for next year. Require that all club leaders take student leadership course.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize a streamlined club proposal system, outlining non-negotiable requirements and considerations needed to start an organization **Strategy's Expected Result/Impact:** Supports students with an outlined way of proposing their own clubs, allowing them an opportunity to identify several key factors needed when designing an organization **Staff Responsible for Monitoring:** all teachers, Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture	25%	40%	75%	→

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

Goal 1: Excellence in Student Outcomes

Performance Objective 4: All students in 9th through 12th grade will engage in college planning activities through grade-level aligned College Readiness Curriculum

Evaluation Data Sources: classroom observations, curriculum lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Organize/structure lesson plans for consistency. Streamline weekly themes and allocate time for collaborative grade level planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Xello program in grades 9-12 in College & Career Readiness classes **Strategy's Expected Result/Impact:** Support students in preparing for future ready skills, mapping their pathways to careers and/or colleges **Staff Responsible for Monitoring:** All teachers, Principal, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 5: Sustain a culture that ensures that 100% of students are college ready in Reading by the end of 10th grade year and Math by the end of 11th grade year

Evaluation Data Sources: TSI results, CCRMS indicators

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: TSI tracking and celebration tool used in these classes to increase and continue monitoring of performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enroll all 9th grade students in Practical Writing classes and non-TSI passing 10th graders in a Reading class **Strategy's Expected Result/Impact:** academic support for students to pass the TSIA2 Reading/Writing exam, allowing enrollment in Temple College Classes **Staff Responsible for Monitoring:** Practical Writing and Reading Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	→

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

Goal 1: Excellence in Student Outcomes

Performance Objective 6: Increase campus culture through student leadership involvement in Peer mentoring and community service projects within the Taylor Community

Evaluation Data Sources: student surveys, staff surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: formalize a process for grant submission with team; create a timeline for checkpoints that are structured and meetings with admin that are consistent.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Pair all 9th grade and 10th grade students with peer mentors from 11th and 12th grade cohorts **Strategy's Expected Result/Impact:** -Increase campus culture and building connections amongst our student body -Build leadership skills in 11th and 12th grade students -Increase systems of support for underclassmen as they embark on new experiences at Legacy **Staff Responsible for Monitoring:** Lead College & Career Readiness teacher, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	N/A	40%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage 9th-11th grade cohorts in a project-based learning initiative that partners each grade level with a local Taylor ISD elementary or Middle School campus to collaborate on solving a challenge or need identified by the TISD partner school **Strategy's Expected Result/Impact:** -Increase positive campus and community culture for Legacy and TISD schools -Acquisition of leadership, creativity, and communication skills while in high school -Solution-based support for the TISD partner campus **Staff Responsible for Monitoring:** Leader Community Service teacher and Principal **ESF Levers:** Lever 3: Positive School Culture	25%	50%	50%	→

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

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Provide teachers with training, coaching and/or mentoring needed to ensure classroom effectiveness

Evaluation Data Sources: Classroom observations, classroom student data, testing data, new teacher mentoring & coaching, training, PD Schedules, PLCS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule specific monthly meetings for 1:1 coaching, observations, and feedback aligned to the Learner Centered Experiences continuum **Strategy's Expected Result/Impact:** Increased student learning and teacher growth **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide all Teachers with active learning opportunities through observing other peer teachers with intentional look fors **Strategy's Expected Result/Impact:** -Increased positive morale amongst teachers -Shared learning goals amongst staff that is aligned to management and rigor **Staff Responsible for Monitoring:** All teachers, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Increase teacher leadership opportunities that support engagement and involvement on campus at all grade levels

Evaluation Data Sources: staff surveys, student activity plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host intentional Professional Learning Communities (PLC) that support Teacher's with instructional best practices at a cross-curricular level **Strategy's Expected Result/Impact:** -support, training and coaching opportunities for all teachers **Staff Responsible for Monitoring:** Lead Instructional teacher and Principaln **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Identify and assign specific grade level cohorts to lead a campus-wide event within College & Career Readiness class groups **Strategy's Expected Result/Impact:** -Increased positive campus culture -Increased leadership opportunities at every grade level **Staff Responsible for Monitoring:** All teachers, Principal, Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 3: Provide faculty and staff with professional learning and support opportunities through the use of Better Together peer accountability partners

High Priority

Evaluation Data Sources: PD schedules, PLC agendas,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assign Better Together partner staff members for each campus employee and provide strategic relationship building strategies				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 1: We will increase parent and student engagement through communication regarding campus news and provide the school community with opportunities for input during grade level parent meetings

Evaluation Data Sources: staff, students, parent surveys, parent meeting agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Biweekly newsletters that highlight campus culture, instruction and legacy/temple college events **Strategy's Expected Result/Impact:** Increased communication and parent engagement **Staff Responsible for Monitoring:** principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 2: Provide meaningful opportunities to develop student leadership and increase student culture through the strategic design of Friday schedule

Evaluation Data Sources: Student driven clubs, service learning participation, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize a streamlined club proposal system, outlining non-negotiable requirements and considerations needed to start an organization **Strategy's Expected Result/Impact:** Supports students with an outlined way of proposing their own clubs, allowing them an opportunity to identify several key factors needed when designing an organization **Staff Responsible for Monitoring:** Teacher sponsors, principal, counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 3: All students in 9th through 12th grade will engage in college planning activities through grade-level aligned College Readiness Curriculum

Evaluation Data Sources: classroom observations, curriculum lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly College & Career Readiness (CCR) campus PLC and weekly CCR grade level partner planning meetings **Strategy's Expected Result/Impact:** Increase alignment across teacher partners and campus curriculum for CCR classes in all grade levels **Staff Responsible for Monitoring:** Principal and CCR lead teacher **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement CCR lesson plan template to be utilized by all CCR teachers **Strategy's Expected Result/Impact:** Lesson plan consistency Grade level alignment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 4: All teachers will be provided with training, coaching or mentoring needed to ensure classroom effectiveness aligned to the TISD Learner-Centered Experience

Evaluation Data Sources: Provide staff with training in Restorative Practices to intentionally empower the whole child and increase student engagement

Goal 3: Quality Customer Service

Performance Objective 5: Provide staff with training in Restorative Practices to intentionally empower the whole child and increase student engagement

Evaluation Data Sources: PD plans, lesson plans, student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers and staff with ongoing supports during College & Career Readiness PLCs to support students with Restorative Practice strategies in the classroom, including the use of Habitudes Curriculum **Strategy's Expected Result/Impact:** Increase positive student morale and staff/student connections **Staff Responsible for Monitoring:** CCR team lead, Counselor and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews

Evaluation Data Sources: Achieve Perfect FIRST Rating
Campus/Department budgets balanced
Timelines for budgets are followed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review budget and spending with secretary on a monthly basis **Strategy's Expected Result/Impact:** Ongoing monitoring of spending and funds **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of Temple College drop guidelines that allows for monitoring of tuition costs **Strategy's Expected Result/Impact:** Decrease in overspending on tuition Improved system of monitoring grades that is tied to spending each semester **Staff Responsible for Monitoring:** Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Utilize staffing efficiencies to create competitive teacher and staff compensation
- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential

High Priority

Evaluation Data Sources: Student/Staff ratio
Pay structure comparisons to surrounding Districts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Spread teacher leadership roles across multiple teachers, including the allocation of leadership stipends **Strategy's Expected Result/Impact:** Balanced responsibilities among staff members Increasing campus morale Increase leadership among teachers **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of student celebration systems across all grade levels in areas of academics, attendance and school spirit activities that periodically include incentives for students **Strategy's Expected Result/Impact:** Increased student engagement in the school setting Increased student morale **Staff Responsible for Monitoring:** Principal, lead teachers, counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Safety in Schools-
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 1: Maintain vigilance in providing the safest school environment possible by conducting monthly safety drills and ongoing review of processes

Evaluation Data Sources: Fire Drill, Inclement Weather Drills, Intruder Drills, Camera monitoring, Campus walk throughs, safety training

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus Emergency Response Team will meet to review drills and updates regarding school safety **Strategy's Expected Result/Impact:** Increase campus safety and collaboration among small team of staff **Staff Responsible for Monitoring:** CERT team memebers, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assign staff duty stations across Legacy and Temple College before school, during lunch and after school **Strategy's Expected Result/Impact:** Increase visibility of staff Increase campus safety by having adults present through the facility during peak day times				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Safety in Schools-
Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 2: Provide staff with training and resources aligned to Restorative Practices to intentionally empower the whole child

Evaluation Data Sources: PD plans, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers and staff with ongoing supports during College & Career Readiness PLCs to support students with Restorative Practice strategies in the classroom, including the use of Habitudes Curriculum **Strategy's Expected Result/Impact:** Increase positive student morale and staff/student connections **Staff Responsible for Monitoring:** CCR team lead, Counselor and Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a Teen Leadership class for all 10th grade students each year **Strategy's Expected Result/Impact:** Increased focus on character traits, positive campus culture, and student morale **Staff Responsible for Monitoring:** Principal, Teen Leadership teacher **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

Taylor Middle School

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: TAYLOR MIDDLE

Campus Number: 246911041

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	64%	**64%**	42%	61%	77%	-	*	*	86%	41%	*	65%	62%	60%	52%
	2023	77%	64%	**64%**	47%	57%	84%	-	*	*	60%	40%	57%	62%	68%	58%	55%
At Meets Grade Level or Above	2024	57%	36%	**36%**	17%	29%	54%	-	*	*	71%	27%	*	35%	38%	29%	25%
	2023	52%	33%	**33%**	20%	24%	52%	-	*	*	60%	14%	29%	31%	37%	28%	24%
At Masters Grade Level	2024	26%	8%	**8%**	0%	5%	18%	-	*	*	14%	2%	*	6%	11%	5%	3%
	2023	22%	9%	**9%**	0%	4%	23%	-	*	*	0%	3%	0%	9%	10%	5%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	47%	**47%**	38%	44%	59%	-	*	*	43%	31%	*	46%	49%	45%	48%
	2023	75%	59%	**59%**	53%	53%	71%	-	*	*	80%	32%	43%	57%	63%	54%	59%
At Meets Grade Level or Above	2024	39%	17%	**17%**	8%	12%	31%	-	*	*	29%	21%	*	16%	21%	15%	19%
	2023	40%	17%	**17%**	7%	10%	34%	-	*	*	40%	12%	0%	16%	20%	9%	6%
At Masters Grade Level	2024	14%	5%	**5%**	0%	3%	10%	-	*	*	14%	8%	*	5%	4%	3%	3%
	2023	16%	4%	**4%**	0%	2%	7%	-	*	*	20%	6%	0%	3%	5%	2%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	56%	**56%**	53%	45%	82%	-	*	*	60%	27%	50%	52%	66%	50%	48%
	2023	78%	64%	**64%**	39%	60%	79%	*	*	-	90%	32%	100%	65%	60%	58%	49%
At Meets Grade Level or Above	2024	54%	35%	**35%**	33%	24%	63%	-	*	*	40%	18%	17%	34%	39%	30%	26%
	2023	55%	35%	**35%**	17%	28%	60%	*	*	-	50%	11%	60%	36%	32%	28%	30%
At Masters Grade Level	2024	29%	13%	**13%**	7%	7%	27%	-	*	*	20%	6%	0%	12%	16%	8%	4%
	2023	27%	10%	**10%**	0%	5%	21%	*	*	-	20%	3%	20%	8%	13%	3%	2%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	28%	**28%**	15%	22%	59%	-	*	*	*	17%	33%	28%	28%	24%	22%
	2023	63%	55%	**55%**	50%	51%	73%	*	*	-	50%	30%	80%	57%	52%	49%	51%
At Meets Grade Level or Above	2024	34%	11%	**11%**	0%	9%	21%	-	*	*	*	10%	17%	9%	15%	9%	8%
	2023	37%	22%	**22%**	11%	15%	46%	*	*	-	30%	8%	40%	21%	24%	15%	19%
At Masters Grade Level	2024	11%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
	2023	11%	2%	**2%**	0%	1%	7%	*	*	-	0%	0%	20%	3%	1%	1%	2%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	72%	**72%**	75%	67%	84%	*	*	-	88%	50%	*	71%	76%	66%	45%
	2023	83%	75%	**75%**	68%	70%	89%	*	*	*	80%	32%	*	74%	78%	66%	60%
At Meets Grade Level or Above	2024	56%	36%	**36%**	13%	31%	55%	*	*	-	50%	17%	*	34%	39%	28%	21%
	2023	58%	39%	**39%**	23%	33%	66%	*	*	*	20%	11%	*	39%	41%	31%	17%
At Masters Grade Level	2024	29%	14%	**14%**	0%	10%	32%	*	*	-	0%	3%	*	13%	15%	10%	5%
	2023	28%	19%	**19%**	5%	13%	40%	*	*	*	0%	11%	*	19%	18%	12%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	**68%**	44%	65%	84%	-	*	-	80%	53%	*	69%	68%	64%	62%
	2023	76%	59%	**59%**	53%	51%	91%	*	-	*	*	32%	*	57%	65%	56%	53%
At Meets Grade Level or Above	2024	43%	34%	**34%**	6%	27%	66%	-	*	-	20%	21%	*	33%	35%	29%	18%
	2023	46%	28%	**29%**	12%	26%	47%	*	-	*	*	14%	*	29%	28%	24%	25%
At Masters Grade Level	2024	16%	5%	**5%**	0%	2%	14%	-	*	-	10%	0%	*	4%	8%	3%	4%
	2023	17%	4%	**4%**	0%	4%	9%	*	-	*	*	7%	*	5%	3%	3%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	61%	**61%**	44%	59%	74%	*	*	-	56%	42%	*	57%	71%	54%	38%
	2023	74%	65%	**65%**	55%	58%	85%	*	*	*	80%	29%	*	61%	76%	56%	57%
At Meets Grade Level or Above	2024	44%	31%	**31%**	6%	26%	61%	*	*	-	22%	14%	*	30%	36%	24%	21%
	2023	47%	35%	**36%**	23%	27%	62%	*	*	*	40%	21%	*	36%	36%	25%	31%
At Masters Grade Level	2024	17%	5%	**5%**	0%	4%	13%	*	*	-	0%	0%	*	7%	2%	3%	3%
	2023	17%	6%	**6%**	5%	2%	17%	*	*	*	0%	4%	*	7%	4%	2%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	36%	**36%**	19%	32%	55%	*	*	-	33%	22%	*	34%	42%	32%	26%
	2023	62%	42%	**42%**	32%	36%	60%	*	*	*	40%	25%	*	41%	45%	30%	20%
At Meets Grade Level or Above	2024	33%	9%	**9%**	0%	6%	21%	*	*	-	0%	3%	*	8%	11%	6%	3%
	2023	33%	22%	**22%**	18%	15%	43%	*	*	*	0%	18%	*	23%	20%	15%	11%
At Masters Grade Level	2024	17%	1%	**1%**	0%	1%	3%	*	*	-	0%	0%	*	1%	2%	1%	0%
	2023	16%	8%	**8%**	0%	6%	17%	*	*	*	0%	11%	*	11%	2%	7%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	**100%**	*	100%	100%	*	*	-	*	*	*	100%	100%	100%	*
	2023	79%	65%	**87%**	80%	100%	69%	-	*	-	*	-	*	91%	75%	92%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	35%	**89%**	*	94%	86%	*	*	-	*	*	*	89%	90%	73%	*
	2023	43%	21%	**55%**	80%	46%	56%	-	*	-	*	-	*	60%	42%	46%	*
At Masters Grade Level	2024	24%	16%	**57%**	*	71%	50%	*	*	-	*	*	*	59%	50%	53%	*
	2023	23%	8%	**32%**	60%	17%	44%	-	*	-	*	-	*	34%	25%	17%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	64%	**56%**	43%	51%	74%	*	86%	*	61%	36%	64%	55%	60%	51%	45%
	2023	76%	62%	**61%**	51%	56%	78%	83%	100%	67%	68%	32%	63%	60%	63%	54%	52%
At Meets Grade Level or Above	2024	48%	34%	**28%**	11%	22%	50%	*	68%	*	31%	17%	50%	27%	31%	22%	19%
	2023	49%	32%	**30%**	19%	23%	51%	33%	88%	67%	34%	13%	28%	30%	30%	22%	20%
At Masters Grade Level	2024	20%	11%	**8%**	1%	5%	17%	*	27%	*	7%	3%	14%	7%	8%	5%	3%
	2023	20%	9%	**9%**	3%	5%	19%	17%	63%	33%	6%	5%	8%	9%	8%	5%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**64%**	58%	58%	81%	*	89%	*	80%	40%	64%	63%	68%	59%	49%
	2023	77%	62%	**67%**	53%	62%	84%	*	*	*	80%	35%	75%	67%	68%	61%	54%
At Meets Grade Level or Above	2024	54%	39%	**36%**	21%	28%	58%	*	67%	*	55%	21%	36%	34%	39%	29%	24%
	2023	53%	34%	**36%**	20%	28%	59%	*	*	*	45%	12%	38%	35%	36%	29%	24%
At Masters Grade Level	2024	22%	12%	**12%**	2%	7%	25%	*	33%	*	10%	4%	18%	11%	14%	8%	4%
	2023	20%	10%	**12%**	2%	7%	28%	*	*	*	10%	5%	6%	12%	13%	6%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	**54%**	36%	49%	72%	*	78%	*	57%	35%	45%	53%	55%	48%	47%
	2023	75%	59%	**60%**	55%	55%	76%	*	*	*	60%	31%	56%	60%	60%	55%	56%
At Meets Grade Level or Above	2024	43%	29%	**26%**	7%	21%	47%	*	78%	*	24%	19%	36%	25%	29%	20%	17%
	2023	45%	25%	**25%**	16%	18%	43%	*	*	*	30%	11%	19%	25%	25%	17%	15%
At Masters Grade Level	2024	17%	8%	**7%**	0%	5%	13%	*	33%	*	10%	4%	9%	7%	7%	4%	4%
	2023	19%	6%	**5%**	5%	3%	12%	*	*	*	5%	4%	6%	6%	4%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	68%	**61%**	44%	59%	74%	*	*	-	56%	42%	*	57%	71%	54%	38%
	2023	77%	67%	**65%**	55%	58%	85%	*	*	*	80%	29%	*	61%	76%	56%	57%
At Meets Grade Level or Above	2024	43%	34%	**31%**	6%	26%	61%	*	*	-	22%	14%	*	30%	36%	24%	21%
	2023	47%	34%	**36%**	23%	27%	62%	*	*	*	40%	21%	*	36%	36%	25%	31%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	**5%**	0%	4%	13%	*	*	-	0%	0%	*	7%	2%	3%	3%
	2023	18%	9%	**6%**	5%	2%	17%	*	*	*	0%	4%	*	7%	4%	2%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	68%	**36%**	19%	32%	55%	*	*	-	33%	22%	*	34%	42%	32%	26%
	2023	78%	69%	**42%**	32%	36%	60%	*	*	*	40%	25%	*	41%	45%	30%	20%
At Meets Grade Level or Above	2024	51%	36%	**9%**	0%	6%	21%	*	*	-	0%	3%	*	8%	11%	6%	3%
	2023	52%	41%	**22%**	18%	15%	43%	*	*	*	0%	18%	*	23%	20%	15%	11%
At Masters Grade Level	2024	27%	16%	**1%**	0%	1%	3%	*	*	-	0%	0%	*	1%	2%	1%	0%
	2023	27%	16%	**8%**	0%	6%	17%	*	*	*	0%	11%	*	11%	2%	7%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	14%	**14%**	8%	9%	28%	-	*	*	29%	15%	*	12%	19%	12%	14%
	2023	35%	15%	**15%**	0%	8%	32%	-	*	*	40%	12%	0%	14%	18%	9%	6%
Reading and Mathematics Including EOC	2024	36%	14%	**14%**	8%	9%	28%	-	*	*	29%	15%	*	12%	19%	12%	14%
	2023	35%	15%	**15%**	0%	8%	32%	-	*	*	40%	12%	0%	14%	18%	9%	6%
Reading Including EOC	2024	57%	36%	**36%**	17%	29%	54%	-	*	*	71%	27%	*	35%	38%	29%	25%
	2023	52%	33%	**33%**	20%	24%	52%	-	*	*	60%	14%	29%	31%	37%	28%	24%
Math Including EOC	2024	40%	17%	**17%**	8%	12%	31%	-	*	*	29%	21%	*	16%	21%	15%	19%
	2023	40%	17%	**17%**	7%	10%	34%	-	*	*	40%	12%	0%	16%	20%	9%	6%
7th Graders																	
Reading and Mathematics	2024	35%	18%	**18%**	7%	9%	40%	-	*	*	20%	15%	0%	16%	22%	13%	10%
	2023	37%	18%	**18%**	0%	11%	41%	*	*	-	30%	3%	40%	16%	21%	11%	16%
Reading and Mathematics Including EOC	2024	36%	18%	**18%**	7%	9%	40%	-	*	*	20%	15%	0%	16%	22%	13%	10%
	2023	38%	18%	**18%**	0%	11%	41%	*	*	-	30%	3%	40%	16%	21%	11%	16%
Reading Including EOC	2024	54%	35%	**35%**	33%	24%	63%	-	*	*	40%	18%	17%	34%	39%	30%	26%
	2023	55%	35%	**35%**	17%	28%	60%	*	*	-	50%	11%	60%	36%	32%	28%	30%
Math Including EOC	2024	40%	22%	**22%**	7%	13%	46%	-	*	*	20%	15%	17%	19%	30%	15%	14%
	2023	43%	22%	**22%**	11%	15%	46%	*	*	-	30%	8%	40%	21%	24%	15%	19%
8th Graders																	
Reading and Mathematics	2024	28%	15%	**15%**	0%	15%	28%	-	-	-	0%	9%	*	15%	13%	15%	6%
	2023	31%	22%	**23%**	6%	18%	47%	*	-	*	*	11%	*	22%	23%	17%	13%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	41%	26%	**26%**	0%	23%	45%	*	*	-	13%	11%	*	25%	28%	19%	11%
	2023	44%	30%	**30%**	18%	23%	51%	*	*	*	20%	11%	*	30%	28%	21%	14%
Reading Including EOC	2024	57%	36%	**36%**	13%	31%	55%	*	*	-	50%	17%	*	34%	39%	28%	21%
	2023	58%	39%	**39%**	23%	33%	66%	*	*	*	20%	11%	*	39%	41%	31%	17%
Math Including EOC	2024	49%	39%	**39%**	6%	35%	66%	*	*	-	22%	19%	*	39%	36%	31%	18%
	2023	51%	35%	**35%**	27%	31%	51%	*	*	*	20%	14%	*	37%	31%	28%	26%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	21%	**16%**	5%	11%	33%	-	57%	*	16%	13%	11%	15%	18%	13%	11%
	2023	37%	19%	**18%**	2%	12%	39%	*	*	*	26%	8%	13%	17%	20%	12%	11%
Reading and Mathematics Including EOC	2024	38%	23%	**19%**	5%	14%	38%	*	67%	*	20%	14%	27%	18%	23%	15%	12%
	2023	39%	20%	**21%**	7%	14%	41%	*	*	*	30%	8%	19%	20%	22%	14%	12%
Reading Including EOC	2024	54%	37%	**36%**	21%	28%	58%	*	67%	*	55%	21%	36%	34%	39%	29%	24%
	2023	53%	33%	**36%**	20%	28%	59%	*	*	*	45%	12%	38%	35%	36%	29%	24%
Math Including EOC	2024	45%	28%	**26%**	7%	21%	47%	*	78%	*	24%	19%	36%	25%	29%	21%	17%
	2023	47%	26%	**25%**	16%	18%	43%	*	*	*	30%	11%	19%	25%	25%	17%	16%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	52%	**52%**	46%	46%	67%	-	*	*	79%	47%	*	51%	56%	45%	43%
	2023	51%	38%	**38%**	20%	36%	43%	-	*	*	*	30%	33%	40%	32%	36%	28%
Grade 6 Mathematics	2024	48%	34%	**34%**	38%	31%	42%	-	*	*	57%	35%	*	34%	35%	33%	30%
	2023	54%	49%	**49%**	37%	46%	60%	-	*	*	*	64%	67%	51%	46%	46%	32%
Grade 7 ELA/Reading	2024	66%	47%	**47%**	50%	40%	65%	-	*	*	50%	27%	50%	46%	50%	44%	43%
	2023	71%	63%	**63%**	58%	63%	60%	*	*	-	78%	42%	80%	67%	54%	58%	50%
Grade 7 Mathematics	2024	49%	29%	**29%**	31%	25%	41%	-	*	*	*	31%	33%	32%	19%	27%	24%
	2023	56%	58%	**58%**	67%	55%	67%	*	*	-	50%	49%	100%	59%	55%	55%	50%
Grade 8 ELA/Reading	2024	69%	60%	**60%**	59%	57%	75%	*	*	-	50%	58%	*	61%	59%	58%	47%
	2023	63%	53%	**53%**	36%	53%	62%	*	*	*	20%	33%	*	54%	48%	51%	44%
Grade 8 Mathematics	2024	66%	68%	**68%**	44%	66%	78%	-	*	-	70%	63%	*	69%	63%	66%	62%
	2023	74%	69%	**69%**	77%	64%	89%	*	-	*	*	48%	*	69%	67%	66%	57%
End of Course Algebra I	2024	72%	78%	**97%**	*	100%	100%	*	*	-	*	*	*	96%	100%	93%	*
	2023	76%	76%	**78%**	80%	84%	67%	-	*	-	*	-	*	84%	60%	74%	*
All Grades Both Subjects	2024	64%	57%	**51%**	45%	47%	65%	*	56%	*	60%	45%	48%	52%	51%	48%	42%
	2023	64%	57%	**55%**	50%	54%	61%	*	83%	*	58%	45%	64%	58%	50%	52%	42%
All Grades ELA/Reading	2024	67%	60%	**53%**	52%	48%	69%	*	56%	*	60%	45%	45%	53%	55%	49%	44%
	2023	63%	53%	**52%**	39%	52%	54%	*	*	*	61%	35%	54%	54%	45%	49%	40%
All Grades Mathematics	2024	60%	53%	**49%**	39%	46%	61%	*	56%	*	60%	45%	50%	50%	46%	46%	40%
	2023	66%	62%	**59%**	62%	56%	69%	*	*	*	56%	54%	75%	61%	55%	56%	45%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	23%	**23%**	0%	25%	29%	-	-	-	*	23%	*	22%	25%	21%	22%
	2023	26%	22%	**22%**	*	23%	27%	-	-	*	*	5%	40%	22%	21%	21%	16%
Grade 6 Mathematics	2024	27%	16%	**16%**	13%	20%	10%	-	*	-	*	5%	*	20%	6%	18%	6%
	2023	35%	29%	**29%**	29%	25%	40%	-	-	*	*	21%	33%	31%	26%	28%	20%
Grade 7 ELA/Reading	2024	23%	19%	**19%**	50%	13%	29%	-	*	*	*	5%	*	21%	9%	19%	14%
	2023	39%	35%	**35%**	25%	32%	36%	-	*	-	*	4%	*	38%	27%	29%	13%
Grade 7 Mathematics	2024	14%	5%	**5%**	0%	2%	20%	-	*	*	*	5%	*	6%	0%	5%	0%
	2023	22%	30%	**30%**	42%	25%	45%	-	-	-	*	22%	*	30%	29%	30%	29%
Grade 8 ELA/Reading	2024	34%	35%	**35%**	67%	28%	45%	-	-	-	*	32%	-	32%	44%	30%	22%
	2023	39%	39%	**38%**	40%	39%	*	-	-	-	*	16%	-	44%	9%	35%	44%
Grade 8 Mathematics	2024	44%	40%	**40%**	14%	41%	40%	-	-	-	60%	38%	-	42%	33%	38%	29%
	2023	49%	38%	**38%**	38%	34%	70%	-	-	-	*	20%	-	37%	44%	40%	21%
End of Course Algebra I	2024	55%	66%	*	-	*	*	-	-	-	-	-	-	*	-	*	-
	2023	58%	53%	*	*	*	*	-	-	-	-	-	-	*	*	*	-
All Grades Both Subjects	2024	32%	29%	**25%**	27%	24%	32%	-	*	*	23%	20%	0%	25%	22%	23%	17%
	2023	38%	32%	**32%**	32%	30%	39%	-	*	*	46%	15%	47%	34%	27%	30%	23%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades ELA/Reading	2024	30%	29%	**26%**	43%	22%	36%	-	*	*	*	21%	*	25%	29%	23%	19%
	2023	35%	28%	**32%**	27%	32%	27%	-	*	*	67%	8%	50%	35%	22%	28%	23%
All Grades Mathematics	2024	35%	29%	**24%**	9%	25%	28%	-	*	*	33%	18%	*	26%	17%	23%	13%
	2023	40%	35%	**32%**	36%	29%	47%	-	-	*	29%	21%	44%	33%	31%	32%	24%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	64%	**56%**	-	-	-	-	-	-	42%	-	41%	43%	54%	59%	44%	81%
	2023	76%	62%	**61%**	57%	-	-	-	57%	-	44%	45%	44%	-	*	63%	46%	86%
At Meets Grade Level or Above	2024	48%	34%	**28%**	-	-	-	-	-	-	18%	-	21%	12%	24%	30%	19%	52%
	2023	49%	32%	**30%**	7%	-	-	-	7%	-	17%	18%	17%	-	*	31%	16%	54%
At Masters Grade Level	2024	20%	11%	**8%**	-	-	-	-	-	-	2%	-	3%	0%	8%	9%	3%	21%
	2023	20%	9%	**9%**	4%	-	-	-	4%	-	3%	3%	3%	-	*	10%	3%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	64%	**64%**	-	-	-	-	-	-	47%	-	47%	46%	55%	69%	48%	89%
	2023	77%	62%	**67%**	52%	-	-	-	52%	-	47%	45%	47%	-	*	70%	47%	97%
At Meets Grade Level or Above	2024	54%	39%	**36%**	-	-	-	-	-	-	24%	-	31%	14%	23%	38%	24%	63%
	2023	53%	34%	**36%**	9%	-	-	-	9%	-	19%	25%	17%	-	*	38%	16%	72%
At Masters Grade Level	2024	22%	12%	**12%**	-	-	-	-	-	-	2%	-	4%	0%	9%	13%	3%	32%
	2023	20%	10%	**12%**	4%	-	-	-	4%	-	2%	0%	3%	-	*	15%	3%	13%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	**54%**	-	-	-	-	-	-	44%	-	46%	42%	50%	55%	46%	79%
	2023	75%	59%	**60%**	61%	-	-	-	61%	-	47%	45%	48%	-	*	60%	50%	88%
At Meets Grade Level or Above	2024	43%	29%	**26%**	-	-	-	-	-	-	16%	-	20%	10%	23%	28%	17%	53%
	2023	45%	25%	**25%**	4%	-	-	-	4%	-	13%	10%	13%	-	*	26%	11%	56%
At Masters Grade Level	2024	17%	8%	**7%**	-	-	-	-	-	-	2%	-	4%	0%	9%	7%	3%	21%
	2023	19%	6%	**5%**	4%	-	-	-	4%	-	3%	5%	3%	-	*	6%	4%	9%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	68%	**61%**	-	-	-	-	-	-	36%	-	33%	44%	*	64%	38%	100%
	2023	77%	67%	**65%**	-	-	-	-	-	-	52%	-	52%	-	-	65%	52%	87%
At Meets Grade Level or Above	2024	43%	34%	**31%**	-	-	-	-	-	-	17%	-	19%	11%	*	32%	21%	60%
	2023	47%	34%	**36%**	-	-	-	-	-	-	32%	-	32%	-	-	35%	32%	47%
At Masters Grade Level	2024	16%	10%	**5%**	-	-	-	-	-	-	3%	-	4%	0%	*	5%	3%	20%
	2023	18%	9%	**6%**	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	7%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	68%	**36%**	-	-	-	-	-	-	22%	-	19%	33%	*	38%	26%	50%
	2023	78%	69%	**42%**	-	-	-	-	-	-	19%	-	19%	-	-	45%	19%	60%
At Meets Grade Level or Above	2024	51%	36%	**9%**	-	-	-	-	-	-	3%	-	0%	11%	*	9%	3%	20%
	2023	52%	41%	**22%**	-	-	-	-	-	-	13%	-	13%	-	-	24%	13%	20%

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

TAYLOR MIDDLE (246911041) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	16%	**1%**	-	-	-	-	-	-	0%	-	0%	0%	*	2%	0%	0%
	2023	27%	16%	**8%**	-	-	-	-	-	-	6%	-	6%	-	-	8%	6%	13%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	**51%**	-	-	-	-	-	-	41%	-	42%	40%	43%	54%	41%	71%
	2023	64%	57%	**55%**	34%	-	-	-	34%	-	41%	31%	44%	-	*	59%	39%	68%
All Grades ELA/Reading	2024	67%	60%	**53%**	-	-	-	-	-	-	44%	-	45%	42%	45%	56%	44%	71%
	2023	63%	53%	**52%**	26%	-	-	-	26%	-	39%	28%	42%	-	*	54%	36%	66%
All Grades Mathematics	2024	60%	53%	**49%**	-	-	-	-	-	-	39%	-	39%	39%	41%	52%	39%	71%
	2023	66%	62%	**59%**	41%	-	-	-	41%	-	43%	35%	46%	-	*	63%	43%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**25%**	-	-	-	-	-	-	15%	-	15%	14%	26%	28%	17%	*
	2023	38%	32%	**32%**	24%	-	-	-	24%	-	19%	11%	21%	-	-	35%	20%	86%
All Grades ELA/Reading	2024	30%	29%	**26%**	-	-	-	-	-	-	17%	-	15%	19%	33%	29%	19%	-
	2023	35%	28%	**32%**	18%	-	-	-	18%	-	19%	13%	21%	-	-	35%	19%	*
All Grades Mathematics	2024	35%	29%	**24%**	-	-	-	-	-	-	13%	-	16%	10%	14%	28%	13%	*
	2023	40%	35%	**32%**	30%	-	-	-	30%	-	19%	10%	22%	-	-	34%	21%	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	*	100%	*	98%	96%	100%	100%	97%	99%	100%
Included in Accountability	92%	94%	**95%**	96%	96%	94%	*	100%	*	95%	91%	100%	98%	89%	96%	95%
Not Included in Accountability: Mobile	4%	4%	**3%**	3%	3%	5%	*	0%	*	3%	5%	0%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	1%	1%	1%	*	0%	*	2%	4%	0%	0%	3%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	*	0%	*	2%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	0%	1%	*	0%	*	0%	3%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	*	100%	*	95%	97%	100%	100%	97%	99%	99%
Included in Accountability	91%	93%	**95%**	93%	95%	96%	*	100%	*	91%	92%	100%	98%	89%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	4%	3%	3%	*	0%	*	5%	5%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**1%**	2%	1%	1%	*	0%	*	5%	3%	0%	0%	3%	1%	1%
Absent	1%	1%	**1%**	2%	0%	0%	*	0%	*	5%	1%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	2%	0%	0%	1%	0%	1%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	*	100%	96%	100%	100%	98%	99%	99%
Included in Accountability	93%	95%	**96%**	96%	96%	95%	*	100%	*	95%	92%	100%	98%	90%	96%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	4%	3%	3%	*	0%	*	5%	4%	0%	1%	7%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	*	0%	4%	0%	0%	2%	1%	1%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	0%	1%
Other	0%	1%	**1%**	0%	1%	1%	*	0%	*	0%	3%	0%	0%	2%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	100%	99%	98%	*	*	-	100%	95%	*	100%	95%	99%	100%
Included in Accountability	93%	94%	**95%**	100%	96%	88%	*	*	-	100%	90%	*	99%	86%	96%	95%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	3%	9%	*	*	-	0%	5%	*	1%	9%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	0%	1%	2%	*	*	-	0%	5%	*	0%	5%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	1%	0%	*	*	-	0%	3%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	2%	*	*	-	0%	3%	*	0%	2%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	100%	99%	98%	*	*	-	100%	95%	*	100%	97%	99%	100%
Included in Accountability	94%	95%	**95%**	100%	96%	88%	*	*	-	100%	90%	*	99%	86%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	3%	9%	*	*	-	0%	5%	*	1%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	0%	1%	2%	*	*	-	0%	5%	*	0%	3%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	3%	*	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	2%	*	*	-	0%	3%	*	0%	2%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	99%	98%	98%	100%	100%	100%	96%	96%	100%	99%	96%	98%	100%
Included in Accountability	93%	93%	**94%**	92%	95%	93%	100%	67%	100%	89%	91%	91%	97%	87%	95%	98%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	5%	0%	33%	0%	0%	4%	9%	2%	9%	3%	1%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	0%	0%	0%	7%	1%	0%	0%	1%	1%	1%
Not Tested	1%	2%	**2%**	1%	2%	2%	0%	0%	0%	4%	4%	0%	1%	4%	2%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	4%	2%	0%	0%	2%	1%	0%
Other	0%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**96%**	95%	96%	95%	*	*	*	95%	95%	89%	98%	90%	96%	98%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	3%	5%	*	*	*	0%	4%	11%	2%	9%	3%	1%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	*	*	5%	1%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	97%	**97%**	98%	97%	96%	*	*	*	91%	94%	100%	98%	93%	97%	99%
Included in Accountability	94%	92%	**93%**	93%	93%	92%	*	*	*	87%	89%	89%	97%	84%	94%	97%
Not Included in Accountability: Mobile	5%	4%	**3%**	5%	3%	4%	*	*	*	0%	4%	11%	2%	8%	3%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	4%	1%	0%	0%	1%	1%	1%
Not Tested	1%	3%	**3%**	2%	3%	4%	*	*	*	9%	6%	0%	2%	7%	3%	1%
Absent	1%	2%	**2%**	0%	2%	3%	*	*	*	9%	5%	0%	1%	6%	2%	1%
Other	0%	2%	**1%**	2%	1%	1%	*	*	*	0%	2%	0%	1%	1%	1%	0%
Science																
Assessment Participant	99%	98%	**97%**	100%	96%	98%	*	*	*	100%	94%	*	98%	95%	97%	100%
Included in Accountability	93%	94%	**92%**	88%	95%	90%	*	*	*	83%	88%	*	96%	83%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	12%	2%	8%	*	*	*	0%	3%	*	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	17%	3%	*	1%	0%	1%	0%
Not Tested	1%	2%	**3%**	0%	4%	2%	*	*	*	0%	6%	*	2%	5%	3%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	*	0%	2%	1%	0%
Other	0%	1%	**2%**	0%	3%	2%	*	*	*	0%	6%	*	2%	3%	2%	0%
Social Studies																
Assessment Participant	99%	96%	**97%**	100%	96%	98%	*	*	*	100%	94%	*	97%	97%	97%	100%
Included in Accountability	94%	93%	**92%**	88%	95%	90%	*	*	*	83%	88%	*	95%	85%	93%	100%
Not Included in Accountability: Mobile	4%	3%	**5%**	12%	2%	8%	*	*	*	0%	3%	*	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	17%	3%	*	1%	0%	1%	0%
Not Tested	1%	4%	**3%**	0%	4%	2%	*	*	*	0%	6%	*	3%	3%	3%	0%
Absent	1%	2%	**0%**	0%	1%	0%	*	*	*	0%	0%	*	1%	0%	1%	0%
Other	0%	1%	**2%**	0%	3%	2%	*	*	*	0%	6%	*	2%	3%	2%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**93.5%**	93.9%	93.2%	94.1%	*	*	*	92.6%	92.9%	92.8%	93.8%
2021-22	92.2%	91.6%	**91.7%**	91.2%	91.1%	93.2%	*	*	*	90.4%	92.0%	90.7%	93.3%
Chronic Absenteeism													
2022-23	20.3%	22.2%	**20.4%**	14.1%	22.6%	16.0%	*	0.0%	*	31.6%	23.1%	24.0%	22.0%
2021-22	25.7%	30.0%	**32.2%**	35.5%	36.0%	21.7%	*	*	*	31.3%	29.5%	37.8%	28.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	**0.9%**	4.4%	0.0%	1.9%	*	*	*	0.0%	1.3%	0.9%	0.0%
2021-22	0.7%	0.4%	**0.4%**	2.4%	0.0%	0.9%	*	*	*	0.0%	0.0%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	241	377,367
By Ethnicity:				
African American	-	-	21	46,822
Hispanic	-	-	142	197,333
White	-	-	70	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	34	49,278
Foundation H.S. Program (Endorsement)	-	-	6	16,475
Foundation H.S. Program (DLA)	-	-	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	17	34,589
Economically Disadvantaged Graduates	-	-	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	24	50,229
At-Risk Graduates	-	-	94	168,430
CTE Completers	-	-	80	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**629**	**100.0%**	**3,028**	**5,517,464**	**632**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Grade 6	205	32.6%	6.8%	7.3%	206	32.6%	6.7%	7.2%
Grade 7	205	32.6%	6.8%	7.3%	206	32.6%	6.7%	7.3%
Grade 8	219	34.8%	7.2%	7.5%	220	34.8%	7.2%	7.5%
Ethnic Distribution								
African American	52	8.3%	8.0%	12.8%	52	8.2%	7.9%	12.8%
Hispanic	408	64.9%	63.8%	53.2%	410	64.9%	64.0%	53.2%
White	141	22.4%	24.3%	25.0%	142	22.5%	24.2%	25.0%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	10	1.6%	0.7%	5.4%	10	1.6%	0.7%	5.4%
Pacific Islander	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Two or More Races	15	2.4%	2.8%	3.1%	15	2.4%	2.8%	3.1%
Sex								
Female	301	47.9%	49.4%	48.9%	302	47.8%	49.3%	48.8%
Male	328	52.1%	50.6%	51.1%	330	52.2%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	447	71.1%	67.4%	62.3%	447	70.7%	67.0%	62.2%
Non-Educationally Disadvantaged	182	28.9%	32.6%	37.7%	185	29.3%	33.0%	37.8%
Section 504 Students	60	9.5%	7.9%	7.2%	60	9.5%	7.9%	7.2%
EB Students/EL	151	24.0%	19.3%	24.4%	151	23.9%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	43	6.3%	3.9%	1.9%				
Students w/ Dyslexia	72	11.4%	7.8%	6.0%	72	11.4%	7.7%	6.0%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	11	1.7%	2.4%	1.4%	11	1.7%	2.4%	1.4%
Immigrant	0	0.0%	0.3%	2.9%	0	0.0%	0.3%	2.9%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	629	100.0%	99.9%	65.7%	632	100.0%	99.9%	65.7%
Military Connected	0	0.0%	0.1%	3.9%	0	0.0%	0.1%	3.9%
At-Risk	397	63.1%	58.1%	53.2%	397	62.8%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	150	23.8%	19.2%	24.5%	150	23.7%	19.1%	24.4%
Career and Technical Education	2	0.3%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	53	8.4%	6.6%	8.5%	53	8.4%	6.6%	8.5%
Special Education	114	18.1%	16.5%	13.9%	117	18.5%	16.8%	14.0%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**114**							
Students with Intellectual Disabilities	81	71.1%	53.0%	45.7%				
Students with Physical Disabilities	9	7.9%	25.4%	18.9%				
Students with Autism	8	7.0%	8.6%	16.2%				
Students with Behavioral Disabilities	16	14.0%	11.8%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**61**	**8.9%**	**9.6%**	**16.1%**				
African American	6	0.9%	1.3%	3.4%				
Hispanic	40	5.9%	5.7%	8.5%				
White	11	1.6%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.4%	0.4%	0.5%				
Special Ed Students who are Mobile	12	10.1%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	7	5.9%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	41	8.6%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**45**	**10.3%**	**26.4%**	**18.1%**				

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

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	18.2	18.2	19.2
Secondary			
English/Language Arts	20.1	16.2	16.3
Foreign Languages	24.3	16.8	18.8
Mathematics	17.3	16.4	17.5
Science	20.1	17.7	18.5
Social Studies	18.3	17.5	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**63.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	56.4	89.1%	63.6%	63.9%
Teachers	49.5	78.2%	48.4%	48.3%
Professional Support	4.0	6.3%	11.7%	11.1%
Campus Administration (School Leadership)	2.9	4.5%	2.0%	3.3%
Educational Aides	6.9	10.9%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	1.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	9.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	**24.9**	**39.3%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	3.0	6.1%	6.7%	12.6%
Hispanic	14.1	28.5%	25.0%	30.1%
White	31.4	63.4%	67.1%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.0%	0.9%	1.3%
Teachers by Sex				
Males	13.5	27.3%	25.6%	24.5%
Females	36.0	72.7%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	3.0	6.1%	4.4%	2.5%
Bachelors	37.4	75.5%	75.2%	71.7%
Masters	9.1	18.4%	19.5%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	9.0	18.2%	10.2%	8.7%
1-5 Years Experience	17.4	35.2%	31.8%	27.4%
6-10 Years Experience	9.0	18.2%	20.2%	20.2%
11-20 Years Experience	5.1	10.3%	23.3%	27.1%
21-30 Years Experience	6.0	12.1%	11.8%	13.7%
Over 30 Years Experience	3.0	6.1%	2.6%	3.0%
Number of Students per Teacher	12.7	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	3.3	6.0
Average Years Experience of Principals with District	2.0	2.2	5.1
Average Years Experience of Assistant Principals	5.5	5.3	5.1
Average Years Experience of Assistant Principals with District	1.5	2.4	4.3
Average Years Experience of Teachers	8.9	9.8	11.1
Average Years Experience of Teachers with District	5.4	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$48,722	$47,810	$54,272
1-5 Years Experience	$51,507	$53,000	$58,185
6-10 Years Experience	$59,108	$58,355	$61,494
11-20 Years Experience	$64,776	$65,755	$65,219
21-30 Years Experience	$70,870	$70,880	$69,723
Over 30 Years Experience	$71,824	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$57,327	$59,192	$62,474
Professional Support	$61,037	$66,272	$73,783
Campus Administration (School Leadership)	$85,337	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	1.3	2.7%	6.3%	5.5%
Compensatory Education	0.0	0.0%	1.0%	3.1%
Gifted and Talented Education	0.0	0.0%	1.8%	1.6%
Regular Education	43.8	88.5%	79.7%	69.8%
Special Education	4.4	8.8%	10.3%	10.3%
Other	0.0	0.0%	0.9%	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.)

Taylor Middle School

GOALS AND OBJECTIVES

Taylor Independent School District

Taylor Middle School

2023-2024 Campus Improvement Plan

Mission Statement

Inspire, equip, and empower every student to achieve their unique potential.

Vision

Intentionally empowering the whole child.

Value Statement

In Taylor ISD, We Believe...

....EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

....families are partners who will be informed and supported in the educational process to help students discover their unique potential.

....our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

....our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

....the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

....the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 7
- Staff Quality, Recruitment, and Retention 8
- Curriculum, Instruction, and Assessment 9
- Parent and Community Engagement 10
- School Context and Organization 11
- Technology 15

Priority Problem Statements 16

Comprehensive Needs Assessment Data Documentation 18
Goals 20
Goal 1: Excellence in Student Outcomes 20
Goal 2: Exceptional Workplace Climate 30
Goal 3: Quality Customer Service 34
Goal 4: Efficient Financial Stewardship 37
Goal 5: Safety in Schools- Provide all students a safe environment in which values from a variety of stakeholders so that students can reach their full potential. 39
Campus Funding Summary 41
Policies, Procedures, and Requirements 42

Comprehensive Needs Assessment

Revised/Approved: August 1, 2023

Demographics

Demographics Summary

Taylor Middle School is located at 304 Carlos Parker Blvd. in Taylor, TX. The campus has 633 students as of 8/14/23. The student breakdown is 7% African American, 66% Hispanic, 22% White, 1.5% Asian or Pacific Islanders, and 3.5% two or more races.

Taylor Middle School is a Title 1 school. 55% percent of the student population is economically disadvantaged, 25% are LEP, 66% identify as At-Risk. 7.5% percent are GT, 9.5% are in 504, and 19% are identified as SPED. There are approximately 70 staff members with over 50 of them being certified teachers. We recently hired 10 new teachers and there are several teachers that are in the process of completing an alternative certification.

Demographics Strengths

Taylor Middle School has a strong community connection and a wonderful Fine Arts program continues to excel in competitions as well as our participation in UIL Academics.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Taylor Middle School has a growing ELL and economically disadvantaged population that will require additional support. Students have not made adequate progress in previous years. .
Root Cause: Lack of fidelity in the implementation of ESL strategies and the overall growth of the city of Taylor as well as a below-average exit rate among students in the school's ELL program.

Problem Statement 2: The learning gaps due to COVID-19 and homeschooling/virtual schooling still need to be addressed.
Root Cause: COVID-19 Pandemic

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Forecast models project TMS at an overall D, 60 scaled score with the new accountability rules.

The range of the overall score is 57 - 65 which is up from previous years

There was a Math increase at all levels, Reading increase at approaches, Science increase at all levels, and a Social Studies increase at all levels

TMS is on track to make Comprehensive Progress.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Performance in Math and Social Studies on the STAAR has improved but growth is still needed to reach the goals set for the campus.
Root Cause: Gaps in student learning due to the pandemic as well as a lack of targeted intervention for students in core subjects.

School Culture and Climate

School Culture and Climate Summary

Taylor Middle School will be a safe and nurturing campus that provides a wide range of extracurricular activities as well as providing a guaranteed and viable curriculum. Campus administration will continue the efforts for Taylor ISD and Taylor Middle School to inspire, equip, and empower students to reach their greatest potential by ensuring high-quality customer service and support for teaching staff by setting high expectations and utilizing positive reinforcement. Referral rates have steadily dropped from previous years and students' pride in their school and acceptance of responsibility and privileges have increased. Students and staff have shown excitement with the allowance of additional privileges and enrichment opportunities for students on campus but there are still an increased number of students across campus identified with mental health concerns so addressing these students and their needs is a priority. Clear directions and expectations for students and faculty/staff are needed to increase the upward trend in moral and behavior.

School Culture and Climate Strengths

- Numerous students are actively involved in extracurricular activities including, but not limited to; UIL athletics and academics, National Junior Honor Society, Teen Leadership, Band, Choir, Cheer, and Outdoor Rec.
- Implementation of the Fundamental 5 strategies across the campus.
- Multiple staff and student recognition opportunities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus
Root Cause: Students are still dealing with the COVID-19 pandemic and the impact of this on mental health and moral.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At TMS, we do our best to hire quality educators based on experience and their knowledge of Professional Learning Communities, relationship building, and student support and intervention. We maintained a goal to find educators who fit in a structured, goal-oriented, data-driven, collaborative campus. Taylor ISD provides staff with employer covered basic healthcare for the employee and implemented a 3% raise for all staff members.

We believe that students deserve great teachers. In order to ensure all of our teachers are continuing to grow, partnered with Region 13 to continue to grow and develop teachers, as well as provide teachers with opportunities to obtain additional certifications such as ESL and SPED. We also implemented targeted intervention for students in English and Math through "FIT" intervention time. We have also created a process and structure for PLCs across the core subject to allow teachers to work with each other to define learning goals for their students.

Retention: In order to retain great teachers, we will focus heavily on our climate and culture and our shared leadership.

Staff Quality, Recruitment, and Retention Strengths

We were fully staffed this year at the beginning of the year and have empowered teachers across campus to take on leadership roles. The Campus leadership team, Instructional leadership team, and department chairs have also met to discuss campus moral and other factors around recruitment and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Difficulty in recruitment of high qualified teachers.
Root Cause: Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention

Problem Statement 2: Retention of teachers from year to year.
Root Cause: Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor Middle School will utilize Taylor ISD's aligned curriculum and ensure it is guaranteed and viable to all students. Content area teams will collaborate over the summer and each week to determine essential standards, collaborate on what mastery looks like for those essential standards and share best practice teaching strategies. Team leads will also have the opportunity to attend the PLC conference this summer. Class sizes are kept lower than the state average. TMS will utilize formative assessments to drive instruction throughout the school year and provide data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs. We will use our partnership with TEA and TIL to implement the content enhancement routines and instructional playbook.

Curriculum, Instruction, and Assessment Strengths

Our teachers work effectively in Professional Learning Communities. We successfully implemented Get Better Faster teaching and learning strategies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): We have multiple achievement gaps that are not showing improvements.
Root Cause: Loss of learning due to covid and have not recovered yet.

Problem Statement 2 (Prioritized): We have students who are struggling to learn in the traditional classroom environment.
Root Cause: Some students are having difficulty conforming back to a traditional school environment.

Parent and Community Engagement

Parent and Community Engagement Summary

Taylor Middle School parent and community involvement will be a continued effort this school year. The district and campus have created committees for families and community members to share thoughts, concerns, and accolades. Implementation of a 6th-grade Launch, Open House, a campus community involvement committee, student mentoring programs, and student awards/recognition have shown to be successful and help promote student and community involvement. The PTO has been re-established on campus to allow for more parent and student engagement and regular updates (weekly) are sent out to stakeholders to keep them in the loop regarding activities and events on campus.

Parent and Community Engagement Strengths

Taylor Middle school increased the use of social media, the campus website, and the principal's weekly newsletter. The re-establishment of the PTO has also allowed for greater interaction and engagement of outside stakeholders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Limited parent and community engagement opportunities throughout the year in the past
Root Cause: Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.

School Context and Organization

School Context and Organization Summary

Every department, teacher, and student creates goals to focus on areas of improvement throughout the year. We also take pride in a structured way of operating, so students will learn and respect the learning environment.

The campus follows a Monday-Friday 7:45-4:15 work day with classes from 8:06-3:50. All teachers are provided with a conference period and a 30-minute lunch period. Additionally, teachers in the 4 core subject areas are provided an additional period for Professional Learning Communities. his does not take away from teacher conference periods as those are still in place as well. Student lunches are staggered to accommodate facilities while maximizing instructional time on campus. The master schedule is also created in a way to prevent utilize effectively the time of all teachers. Tutorials are also provides from 7:45-8:06 in the morning and after school with individual teachers at student request. The campus also has a yearly summer school that lasts for most of the month of June to provide students with the opportunity to recover knowledge lost during the previous school year.

The total number of discipline referrals in the 2022-2023 school year increased from 2020-2021 and 2021-2022 school year. It is believed that it is primarily due to the number of students in virtual learning in the 2020-2021 school and a restructure of expectations and a higher standard for students in the 2022-2023 school year.

2022-2023

6th-396

7th- 425

8th- 395

Total: 1216

2021-2022-

6th- 299

7th-284

8th-288

Total: 871

2020-2021

6th- 97

7th-134

8th-89

Total: 320

2019-2020
6th - 229

7th - 247

8th - 332

Total - 808

The campus is encouraging the use of a Restorative Discipline this year to reduce the amount of time that students are removed from the classroom. Restorative Discipline is a model that reduces the need for state discipline days, improves climate, and increases academic campus performance.

Safety

ENTRANCES

• All TMS entrances are locked during normal business hours.

• Staff are being trained prior to the beginning of the school in procedures for greeting and

logging in visitors to campus.

• Office staff at the main entrance will greet visitors entering after ringing the bell, identify

them, scan the visitor's identification using the Raptor System.

• Anyone entering the building that is not TMS faculty/staff will have to sign in on a visitor's

log and be issued a visitor's pass if needed.

• If a parent picks up a student, the parent will be asked to wait while the student is located

and brought to the office.

DOORS

• The only acceptable student entrances will be the front door or the bus loop entrance.

• No students will be allowed to enter the building through any of the back doors unless

escorted by staff.

• Exterior doors and the perimeter will be routinely monitored.

HALLWAYS/RESTROOMS

• Teachers will be outside their classroom greeting students between class periods and monitoring the hallway.

• Hotspots were identified by discipline data and teacher input and will have staff assigned to those areas before and after school as well as during lunches with clearly identified expectations for monitoring and reporting including a procedure to obtain coverage in cases of absence.

• Assigned staff will also monitor/clear restrooms during passing periods at the end of passing periods and periodically during class time.

TEAMWORK AND ACCOUNTABILITY

• Regular system testing, and monitoring by the campus leadership team.

• Debriefs after all drills as well as clear communication to parents on drills.

• Regularly scheduled Safety Team meetings to plan/refine safety procedures with a set contact to reach out to with any questions or concerns.

STUDENT BEHAVIORS (RELATIONSHIPS MATTER)

• At the beginning of the year, each grade level will review behavior expectations led by the campus admin team.

• Discipline consequences were reviewed by TMS and THS administration and a common discipline matrix was created to ensure fair and equitable discipline consequences across the secondary campuses.

• TMS will focus heavily on building teacher/student relationships and creating an environment where all students and staff feel safe, supported, and able to work together collaboratively towards a common goal.

The master schedule has also been designed to maximize the amount of time spent in instruction as well as eliminate gaps in teacher schedules. Instruction is protected from unnecessary interruptions.

School Context and Organization Strengths

Taylor Middle School has a productive Professional Learning Community. Planning time is embedded into the school day, along with valuable grade level collaboration. Teachers create all assessments where the data can be analyzed. As a result, important conversations about teaching and learning can take place. In addition, we operate under a common understanding of our mission, vision, and expected behaviors and traits throughout the campus. Additionally, there is a comprehensive school safety plan and anonymous bullying reports as well as a district and campus plan for the start of the school year. Protected instructional time for all teachers and the relative reduction in referrals for the last year in comparison to the last non-virtual school year (2019-2020).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLCs have not been historically productive and have not held to the PLC model.
Root Cause: Overturn in staff and introduction of new campus leadership and new teacher leaders that needed to go through the team build process throughout the year to further the effectiveness of their PLCs.

Problem Statement 2 (Prioritized): Although there is a relative decrease in the number of referrals for last year, there is still a need for improvement.
Root Cause: Expectations and standards were not enforced with fidelity across the campus in prior years so campus admin is having to put new systems and expectations in to place.

Technology

Technology Summary

Taylor Middle School has classrooms with multiple facets of technology available to staff and students (desktops, laptops, iPads, smart boards, projectors, and document cameras). Student data will be tracked and analyzed using a variety of sources. We will also utilize a number of online programs to support student learning. Students on the TMS campus this year will be assigned technology if they are in 8th grade but the lower grades will have to show responsibility before iPads are assigned due to poor treatment of technology in the past by students. Instead, students will have class sets of iPads, Macbooks, or Chromebooks in the classroom to use.

Technology Strengths

Implementing technology in the classroom that supports students, teachers and the curriculum. Providing professional development and support to implement and use technology effectively in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Students have not historically taken care of technology assigned to them to take home.
Root Cause: Education on proper use of technology needs to be at the forefront and modeling use of technology in the classroom as well as clear expectations and consequences are needed.

Priority Problem Statements

Problem Statement 1: Limited parent and community engagement opportunities throughout the year in the past

Root Cause 1: Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: Taylor Middle School has a growing ELL and economically disadvantaged population that will require additional support. Students have not made adequate progress in previous years. .

Root Cause 2: Lack of fidelity in the implementation of ESL strategies and the overall growth of the city of Taylor as well as a below-average exit rate among students in the school's ELL program.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We have multiple achievement gaps that are not showing improvements.

Root Cause 3: Loss of learning due to covid and have not recovered yet.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: We have students who are struggling to learn in the traditional classroom environment.

Root Cause 4: Some students are having difficulty conforming back to a traditional school environment.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: PLCs have not been historically productive and have not held to the PLC model.

Root Cause 5: Overturn in staff and introduction of new campus leadership and new teacher leaders that needed to go through the team build process throughout the year to further the effectiveness of their PLCs.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Difficulty in recruitment of high qualified teachers.

Root Cause 6: Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Performance in Math and Social Studies on the STAAR has improved but growth is still needed to reach the goals set for the campus.

Root Cause 7: Gaps in student learning due to the pandemic as well as a lack of targeted intervention for students in core subjects.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Although there is a relative decrease in the number of referrals for last year, there is still a need for improvement.

Root Cause 8: Expectations and standards were not enforced with fidelity across the campus in prior years so campus admin is having to put new systems and expectations in to place.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Students have not historically taken care of technology assigned to them to take home.

Root Cause 9: Education on proper use of technology needs to be at the forefront and modeling use of technology in the classroom as well as clear expectations and consequences are needed.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase overall STAAR performance to at least meet the state averages.

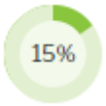
High Priority

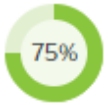
Evaluation Data Sources: STAAR Performance Index 1

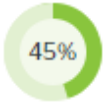
Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1)Work in campus-based, PLCs, with campus/district instructional coaches, and contracted services and Region 13 partners to increase our teacher's leadership and curriculum development potential. **Strategy's Expected Result/Impact:** Increase in STAAR Index 1 **Staff Responsible for Monitoring:** Administrators Teachers Instructional coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement the district instructional framework in Math and English classrooms to improve vertical and horizontal alignment. **Strategy's Expected Result/Impact:** Increase fidelity in curriculum implementation which will in turn increase student scores **Staff Responsible for Monitoring:** Campus/District Instructional Coaches, campus administrators. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: New resources for Science and social studies (8th grade) **Strategy's Expected Result/Impact:** Improve student results **Staff Responsible for Monitoring:** Admin/Dept **Title I:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Supplement District Framework with outside HQIM **Strategy's Expected Result/Impact:** Increase student scores **Staff Responsible for Monitoring:** Principals/IS **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1 **Funding Sources:** - 211 Title 1 Part A				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Performance in Math and Social Studies on the STAAR has improved but growth is still needed to reach the goals set for the campus. **Root Cause**: Gaps in student learning due to the pandemic as well as a lack of targeted intervention for students in core subjects.

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Close the achievement gap for students from economically disadvantaged backgrounds and within student groups.

Evaluation Data Sources: STAAR Performance Index 3

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) Implement an effective MTSS process, including utilizing "FIT" time for targeted intervention for students in reading and math, to ensure all students are achieving at a high level. **Strategy's Expected Result/Impact:** The achievement gap on STAAR will close. **Staff Responsible for Monitoring:** Administrators Instructional Coach(es) Teacher teams **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**	35%	60%	70%	→

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

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase the student progress measure to ensure students from all performance levels are making progress.

High Priority

Evaluation Data Sources: STAAR Progress Measure Index 2

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) PLC Processes. 2) Ensure mastery of essential standards and TEKS through small group intervention. 3) Continue to Implement Flight School, an after-school intervention program. 4) Math IS and admin monitoring student progress. **Strategy's Expected Result/Impact:** Students will show an increase on the progress measure on STAAR **Staff Responsible for Monitoring:** Administrators Teacher teams Instructional coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**	60%	80%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

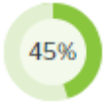
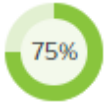
Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase student progress on STAAR for students in SPED and EB programs.

High Priority

Evaluation Data Sources: STAAR progress Measure Index 2 and 3

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Creation of a monitoring list of all students with EB and SPED students identified to categorize them to receive additional in-school pullouts, FIT time intervention, and/or after school Flight School intervention. **Strategy's Expected Result/Impact:** Students data will show an increase in student performance **Staff Responsible for Monitoring:** Administrators Teacher teams Instructional coach Data Platforms SPED Support Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a monitoring list of ESL students and refer them to additional in-school pullouts and/or after school Flight School intervention. **Strategy's Expected Result/Impact:** The number of ESL students showing success and exiting the program will increase **Staff Responsible for Monitoring:** Administrators Teacher teams Instructional coach Data Platforms **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Hold meetings with SPED/EB staff along with campus improvement specialists and data personnel to review data to share with individual departments and individual teachers. **Strategy's Expected Result/Impact:** The number of SPED/EB students showing growth and increase in performance will increase. **Staff Responsible for Monitoring:** Administrators Teacher teams Instructional coach Data Platforms SPED Support Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Purchase equipment and tools to facilitate student's success including calculators and headphones **Strategy's Expected Result/Impact:** smoother abilities to use technology **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 5: Increase student enrollment and performance in Honors and CTE (PLTW) classes.

Evaluation Data Sources: Enrollment numbers
Grades
STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) Improve the rubric and communication process to target students for honors and CTE classes. **Strategy's Expected Result/Impact:** Increase the number of students enrolled in Honors and CTE, and increase in the number of students Meeting and Mastering STAAR. **Staff Responsible for Monitoring:** Teachers Instructional coach Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	50%	70%	95%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use a contract in Honors classes with clear expectations. **Strategy's Expected Result/Impact:** Increase in performance and expectations in honors classes. **Staff Responsible for Monitoring:** Admin, classroom teachers **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	→

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

Goal 1: Excellence in Student Outcomes

Performance Objective 6: Increase the number of sections of CTE and high school credit courses offered at TMS.

Evaluation Data Sources: Master schedule

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Promote CTE and high school credit course to students and ensure their understanding of how these courses will positively effect their future. **Strategy's Expected Result/Impact:** Increase the number of HS credit and CTE courses at TMS. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Connect high school to career and college	100%	100%	100%	→

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

Goal 2: Exceptional Workplace Climate

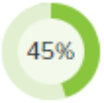
Performance Objective 1: Work in partnership with Region partners and school improvement specialists on instructional coaching to increase teacher pedagogy for lesson development and improve staff retention.

Evaluation Data Sources: STAAR
Staff retention

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with school improvement specialists to analyze student data and current practices. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness as documented on STAAR results and teacher retention. **Staff Responsible for Monitoring:** Instructional coach Teacher teams Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: CLT will attend training on critical thinking, productive struggle and differentiation and norm on how to evaluate these in classroom observations. **Strategy's Expected Result/Impact:** Increase capacity of CLT to properly instruct faculty in these areas **Staff Responsible for Monitoring:** CLT **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Provide training for classroom management, managing persistent student misbehavior, and building student relationships for staff.

Evaluation Data Sources: Discipline referrals

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Need to revise/add systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) Align the use of CHAMPS and discipline flowchart across all classrooms. **Strategy's Expected Result/Impact:** We will see a decrease in the number of discipline referrals and an increase in school climate. **Staff Responsible for Monitoring:** Teachers Instructional coach Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	35%	55%	60%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2) Implement effective discipline management program lead by the teachers and supported from administration. **Strategy's Expected Result/Impact:** We will see a decrease in the number of discipline referrals and an increase in school climate. **Staff Responsible for Monitoring:** Teacher teams Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	50%	75%	100%	→

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

Goal 2: Exceptional Workplace Climate

Performance Objective 3: We will conduct targeted PD during PLC over topics such as school wide expectations, duties/responsibilities, underrepresented populations (SPED, 504, ESL, etc.), technology, classroom management, building relationships, classroom instruction.

Evaluation Data Sources: Climate Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) Conduct targeted PD based off of data to support the needs of our teachers with numerous options of support in order to serve the entire staff. **Strategy's Expected Result/Impact:** Grow teachers capacity in their specific areas of individual needs. **Staff Responsible for Monitoring:** Administration Instructional Coach Department Leads **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	35%	70%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Quality Customer Service

Performance Objective 1: Increase family and community engagement through outreach.

Evaluation Data Sources: Sign in sheets
Agendas
Communication

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use of Remind platform to send massages to all stakeholders **Strategy's Expected Result/Impact:** Increase communication **Staff Responsible for Monitoring:** Administration **Title I:** 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	40%	75%	100%	100%

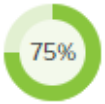
No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality Customer Service

Performance Objective 2: Increase the number of at-risk students enrolling at Legacy Early College High School.

Evaluation Data Sources: Enrollment numbers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) Target at risk students beginning in 7th grade for potentially enrollment and increase the visibility of LECHS as an option. **Strategy's Expected Result/Impact:** Increase the number of at risk students enrolling at LECHS. **Staff Responsible for Monitoring:** Administrators Counselors Teachers **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

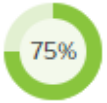
Goal 3: Quality Customer Service

Performance Objective 3: Improve school climate through student incentives, student goals and celebrations and staff goals and celebrations.

Evaluation Data Sources: Goals set
Staff retention
Discipline referrals

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set up staff celebrations and student incentives. **Strategy's Expected Result/Impact:** Increase in climate indicated on surveys. **Staff Responsible for Monitoring:** Teachers Instructional coach Administrators **TEA Priorities:** Recruit, support, retain teachers and principals -				

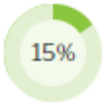
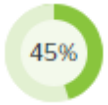
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

Evaluation Data Sources: Campus/Department budgets balanced
Timelines for budgets are followed

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Evaluate the use of products and services at the campus and department levels regularly (every six weeks) **Strategy's Expected Result/Impact:** Increase overall funds balance to potentially allow for an increase in pay at the district level **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Utilize staffing efficiencies to create competitive teacher and staff compensation.
- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025.
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential.

Evaluation Data Sources: Student/Staff ratio
Pay structure comparisons to surrounding Districts

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with district administration to evaluate staff compensation and ensure proper use of funds for stipends and other employee incentives. **Strategy's Expected Result/Impact:** Increase overall funds balance to allow for increases in salary at the district level **Staff Responsible for Monitoring:** Administration	25%	50%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety in Schools- Provide all students a safe environment in which values from a variety of stakeholders so that students can reach their full potential.

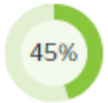
Performance Objective 1: 1) Maintain safety procedures developed and mandated by TEA, district, and campus.

Evaluation Data Sources: Safety Evaluations, Fire Drill Logs, Other safety Drills

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ENTRANCES: All TMS entrances the are locked during normal business hours. * Staff are being trained prior to the beginning of the school in procedures for greeting and logging in visitors to campus. * Office staff at the main entrance will greet visitors entering after ringing the bell, identify them, scan the visitor's identification using the Raptor System. * Any non-TMS staff member entering the building will have to sign in on a visitor's log and be issued a visitor's pass if needed. * If a parent picking up a student, the parent will be asked to wait while the student is located and brought to the office. **Strategy's Expected Result/Impact:** Improve safety and security across campus. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: DOORS * The only acceptable student entrances will be front door or the bus loop entrance. * No students will be allowed to enter into the building through any of the back doors unless escorted by staff. * Exterior doors and the perimeter will be routinely monitored. **Strategy's Expected Result/Impact:** Improve safety and security across campus. **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: TEAMWORK AND ACCOUNTABILITY * Regular system testing, and monitoring by the campus leadership team. * Debriefs after all drills as well as clear communication to parents on drills. * Regularly scheduled Safety Team meetings to plan/refine safety procedures with a set contact (lhamilton@taylorisd.org) to reach out to with any questions or concerns. **Strategy's Expected Result/Impact:** Improve safety and security across campus. **Staff Responsible for Monitoring:** Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: STUDENT BEHAVIORS (RELATIONSHIPS MATTER) * At the beginning of the year, each grade level will have a review behavior expectation led by the campus admin team. * TMS will focus heavily on building teacher/student relationships and creating an environment where all are able to work together collaboratively towards a common goal. * Discipline consequences were reviewed by TMS and THS administration and a common discipline matrix was created to ensure fair and equitable discipline consequences across the secondary campuses. **Strategy's Expected Result/Impact:** Improve safety and student/staff relations across campus **Staff Responsible for Monitoring:** Administration/Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

211 Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

Main Street Elementary

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: MAIN STREET EL

Campus Number: 246911102

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	**48%**	60%	33%	81%	*	-	-	60%	9%	*	44%	61%	40%	38%
	2023	76%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	48%	38%	**28%**	40%	13%	57%	*	-	-	60%	9%	*	29%	28%	16%	25%
	2023	50%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	21%	16%	**9%**	20%	4%	19%	*	-	-	0%	9%	*	10%	6%	4%	13%
	2023	20%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	55%	**48%**	60%	33%	76%	*	-	-	80%	18%	*	46%	56%	42%	63%
	2023	73%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	42%	28%	**20%**	20%	6%	48%	*	-	-	40%	9%	*	21%	17%	11%	13%
	2023	45%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	15%	9%	**6%**	0%	0%	24%	*	-	-	0%	0%	*	8%	0%	0%	0%
	2023	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	74%	**73%**	67%	70%	82%	-	*	-	83%	64%	*	71%	78%	66%	77%
	2023	77%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	51%	39%	**37%**	33%	32%	41%	-	*	-	67%	36%	*	32%	48%	32%	35%
	2023	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	23%	12%	**12%**	11%	9%	24%	-	*	-	17%	11%	*	10%	15%	10%	15%
	2023	22%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	55%	**51%**	33%	47%	59%	-	*	-	83%	54%	*	49%	57%	45%	73%
	2023	71%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	46%	30%	**30%**	22%	27%	29%	-	*	-	67%	32%	*	30%	32%	28%	46%
	2023	48%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	21%	10%	**9%**	11%	6%	12%	-	*	-	17%	11%	*	8%	11%	9%	15%
	2023	22%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	59%	**60%**	67%	54%	70%	-	-	-	*	41%	*	57%	68%	50%	71%
	2023	81%	61%	**61%**	54%	57%	74%	-	*	-	78%	26%	67%	61%	63%	59%	52%
At Meets Grade Level or Above	2024	55%	39%	**40%**	33%	33%	60%	-	-	-	*	14%	*	37%	53%	32%	53%
	2023	57%	29%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
At Masters Grade Level	2024	29%	19%	**19%**	0%	13%	40%	-	-	-	*	9%	*	16%	32%	9%	24%
	2023	28%	9%	**9%**	8%	7%	13%	-	*	-	11%	0%	0%	7%	13%	6%	5%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	54%	**61%**	33%	62%	65%	-	-	-	*	36%	*	58%	74%	55%	82%
	2023	80%	57%	**57%**	38%	55%	65%	-	*	-	56%	31%	50%	55%	61%	54%	68%
At Meets Grade Level or Above	2024	50%	30%	**35%**	0%	30%	55%	-	-	-	*	18%	*	32%	47%	27%	53%
	2023	51%	25%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%
At Masters Grade Level	2024	19%	11%	**14%**	0%	10%	25%	-	-	-	*	0%	*	12%	21%	8%	24%
	2023	21%	7%	**7%**	8%	5%	11%	-	*	-	0%	0%	0%	4%	13%	6%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	41%	**42%**	60%	34%	58%	-	-	-	*	25%	*	36%	67%	35%	31%
	2023	65%	47%	**47%**	31%	42%	61%	-	*	-	56%	26%	50%	43%	56%	40%	41%
At Meets Grade Level or Above	2024	28%	21%	**22%**	0%	14%	53%	-	-	-	*	20%	*	16%	44%	14%	6%
	2023	36%	25%	**25%**	31%	16%	48%	-	*	-	22%	10%	17%	17%	41%	18%	17%
At Masters Grade Level	2024	11%	7%	**8%**	0%	3%	26%	-	-	-	*	5%	*	6%	17%	2%	0%
	2023	16%	8%	**8%**	15%	5%	17%	-	*	-	0%	5%	0%	4%	17%	6%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	64%	**55%**	53%	49%	70%	*	100%	-	82%	41%	80%	52%	66%	48%	66%
	2023	76%	62%	**55%**	41%	51%	67%	-	*	-	63%	27%	56%	53%	60%	51%	54%
At Meets Grade Level or Above	2024	48%	34%	**31%**	22%	23%	50%	*	67%	-	64%	23%	27%	28%	39%	24%	36%
	2023	49%	32%	**26%**	21%	19%	44%	-	*	-	41%	13%	17%	22%	35%	21%	22%
At Masters Grade Level	2024	20%	11%	**11%**	7%	7%	24%	*	17%	-	14%	7%	7%	10%	14%	6%	14%
	2023	20%	9%	**8%**	10%	6%	14%	-	*	-	4%	2%	0%	5%	14%	6%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**61%**	65%	54%	78%	*	*	-	77%	46%	86%	59%	70%	54%	69%
	2023	77%	62%	**61%**	54%	57%	74%	-	*	-	78%	26%	67%	61%	63%	59%	52%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	39%	**35%**	35%	27%	53%	*	*	-	69%	23%	29%	33%	44%	28%	39%
	2023	53%	34%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
At Masters Grade Level	2024	22%	12%	**13%**	10%	9%	28%	*	*	-	15%	10%	14%	12%	17%	8%	18%
	2023	20%	10%	**9%**	8%	7%	13%	-	*	-	11%	0%	0%	7%	13%	6%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	**54%**	40%	48%	67%	*	*	-	85%	41%	67%	51%	62%	47%	75%
	2023	75%	59%	**57%**	38%	55%	65%	-	*	-	56%	31%	50%	55%	61%	54%	68%
At Meets Grade Level or Above	2024	43%	29%	**29%**	15%	22%	45%	*	*	-	62%	23%	33%	28%	32%	23%	43%
	2023	45%	25%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%
At Masters Grade Level	2024	17%	8%	**9%**	5%	6%	21%	*	*	-	15%	5%	0%	9%	11%	6%	16%
	2023	19%	6%	**7%**	8%	5%	11%	-	*	-	0%	0%	0%	4%	13%	6%	11%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	68%	**42%**	60%	34%	58%	-	-	-	*	25%	*	36%	67%	35%	31%
	2023	77%	67%	**47%**	31%	42%	61%	-	*	-	56%	26%	50%	43%	56%	40%	41%
At Meets Grade Level or Above	2024	43%	34%	**22%**	0%	14%	53%	-	-	-	*	20%	*	16%	44%	14%	6%
	2023	47%	34%	**25%**	31%	16%	48%	-	*	-	22%	10%	17%	17%	41%	18%	17%
At Masters Grade Level	2024	16%	10%	**8%**	0%	3%	26%	-	-	-	*	5%	*	6%	17%	2%	0%
	2023	18%	9%	**8%**	15%	5%	17%	-	*	-	0%	5%	0%	4%	17%	6%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**19%**	20%	4%	48%	*	-	-	40%	9%	*	19%	17%	9%	13%
Reading and Mathematics Including EOC	2024	35%	26%	**19%**	20%	4%	48%	*	-	-	40%	9%	*	19%	17%	9%	13%
Reading Including EOC	2024	48%	38%	**28%**	40%	13%	57%	*	-	-	60%	9%	*	29%	28%	16%	25%
Math Including EOC	2024	42%	28%	**20%**	20%	6%	48%	*	-	-	40%	9%	*	21%	17%	11%	13%
4th Graders																	
Reading and Mathematics	2024	38%	24%	**23%**	22%	20%	24%	-	*	-	50%	29%	*	25%	19%	19%	23%
Reading and Mathematics Including EOC	2024	38%	24%	**23%**	22%	20%	24%	-	*	-	50%	29%	*	25%	19%	19%	23%
Reading Including EOC	2024	51%	39%	**37%**	33%	32%	41%	-	*	-	67%	36%	*	32%	48%	32%	35%
Math Including EOC	2024	46%	30%	**30%**	22%	27%	29%	-	*	-	67%	32%	*	30%	32%	28%	46%
5th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	42%	28%	**33%**	0%	26%	55%	-	-	-	*	14%	*	31%	39%	22%	47%
	2023	43%	17%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%
Reading and Mathematics Including EOC	2024	42%	28%	**33%**	0%	26%	55%	-	-	-	*	14%	*	31%	39%	22%	47%
	2023	43%	17%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%
Reading Including EOC	2024	55%	39%	**40%**	33%	33%	60%	-	-	-	*	14%	*	37%	53%	32%	53%
	2023	57%	29%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
Math Including EOC	2024	51%	30%	**35%**	0%	30%	55%	-	-	-	*	18%	*	32%	47%	27%	53%
	2023	51%	25%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	21%	**25%**	15%	18%	43%	*	*	-	54%	20%	17%	25%	24%	17%	29%
	2023	37%	19%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%
Reading and Mathematics Including EOC	2024	38%	23%	**25%**	15%	18%	43%	*	*	-	54%	20%	17%	25%	24%	17%	29%
	2023	39%	20%	**17%**	15%	11%	30%	-	*	-	44%	10%	0%	14%	23%	13%	15%
Reading Including EOC	2024	54%	37%	**35%**	35%	27%	53%	*	*	-	69%	23%	29%	33%	44%	28%	39%
	2023	53%	33%	**29%**	15%	22%	46%	-	*	-	56%	15%	33%	27%	33%	24%	21%
Math Including EOC	2024	45%	28%	**29%**	15%	22%	45%	*	*	-	62%	23%	33%	28%	32%	23%	43%
	2023	47%	26%	**25%**	15%	20%	39%	-	*	-	44%	13%	0%	23%	31%	21%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	67%	**68%**	78%	64%	77%	-	*	-	80%	74%	*	71%	57%	66%	79%
	2023	55%	47%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	60%	49%	**47%**	44%	46%	50%	-	*	-	60%	44%	*	48%	42%	43%	62%
	2023	63%	56%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	70%	56%	**59%**	58%	57%	63%	-	-	-	*	43%	*	59%	61%	55%	74%
	2023	65%	49%	**49%**	29%	50%	56%	-	*	-	39%	37%	50%	48%	54%	51%	53%
Grade 5 Mathematics	2024	65%	53%	**64%**	33%	68%	58%	-	-	-	*	48%	*	62%	69%	59%	91%
	2023	71%	67%	**67%**	58%	68%	70%	-	*	-	61%	58%	67%	69%	64%	67%	74%
All Grades Both Subjects	2024	64%	57%	**59%**	55%	58%	61%	-	50%	-	79%	53%	72%	60%	56%	55%	75%
	2023	64%	57%	**58%**	44%	59%	63%	-	*	-	50%	47%	58%	58%	59%	59%	63%
All Grades ELA/Reading	2024	67%	60%	**64%**	70%	61%	69%	-	*	-	86%	60%	80%	65%	59%	61%	77%
	2023	63%	53%	**49%**	29%	50%	56%	-	*	-	39%	37%	50%	48%	54%	51%	53%
All Grades Mathematics	2024	60%	53%	**55%**	40%	56%	54%	-	*	-	71%	46%	*	55%	54%	50%	73%
	2023	66%	62%	**67%**	58%	68%	70%	-	*	-	61%	58%	67%	69%	64%	67%	74%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	43%	**45%**	40%	43%	57%	-	-	-	-	36%	*	46%	33%	36%	54%
	2023	33%	25%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2024	26%	25%	**22%**	*	25%	17%	-	-	-	-	18%	*	22%	22%	19%	63%
	2023	27%	19%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2024	35%	16%	**18%**	*	22%	*	-	-	-	-	21%	-	17%	*	16%	0%
	2023	37%	26%	**26%**	33%	24%	31%	-	-	-	*	7%	*	25%	27%	28%	27%
Grade 5 Mathematics	2024	41%	23%	**36%**	*	40%	14%	-	-	-	*	28%	-	33%	50%	33%	57%
	2023	48%	41%	**41%**	20%	44%	39%	-	-	-	*	23%	50%	39%	44%	42%	55%
All Grades Both Subjects	2024	32%	29%	**31%**	21%	33%	25%	-	-	-	*	26%	*	31%	33%	27%	48%
	2023	38%	32%	**34%**	25%	35%	36%	-	-	-	29%	15%	56%	34%	37%	36%	42%
All Grades ELA/Reading	2024	30%	29%	**34%**	29%	34%	36%	-	-	-	-	29%	*	34%	30%	27%	39%
	2023	35%	28%	**26%**	33%	24%	31%	-	-	-	*	7%	*	25%	27%	28%	27%
All Grades Mathematics	2024	35%	29%	**29%**	14%	32%	15%	-	-	-	*	24%	*	28%	35%	26%	60%
	2023	40%	35%	**41%**	20%	44%	39%	-	-	-	*	23%	50%	39%	44%	42%	55%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	64%	**55%**	69%	-	-	-	64%	72%	59%	55%	*	*	-	53%	66%	-
	2023	76%	62%	**55%**	55%	-	-	-	55%	-	46%	48%	-	40%	67%	55%	53%	83%
At Meets Grade Level or Above	2024	48%	34%	**31%**	38%	-	-	-	38%	37%	32%	27%	*	*	-	30%	36%	-
	2023	49%	32%	**26%**	18%	-	-	-	18%	-	24%	25%	-	20%	33%	28%	20%	83%
At Masters Grade Level	2024	20%	11%	**11%**	16%	-	-	-	13%	17%	11%	12%	*	*	-	10%	14%	-
	2023	20%	9%	**8%**	7%	-	-	-	7%	-	7%	9%	-	0%	0%	8%	7%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	64%	**61%**	71%	-	-	-	79%	65%	63%	57%	*	*	-	60%	69%	-
	2023	77%	62%	**61%**	53%	-	-	-	53%	-	45%	47%	-	40%	*	65%	51%	*
At Meets Grade Level or Above	2024	54%	39%	**35%**	40%	-	-	-	57%	30%	38%	36%	*	*	-	35%	39%	-
	2023	53%	34%	**29%**	16%	-	-	-	16%	-	20%	13%	-	40%	*	32%	18%	*
At Masters Grade Level	2024	22%	12%	**13%**	23%	-	-	-	21%	22%	6%	7%	*	*	-	12%	18%	-
	2023	20%	10%	**9%**	5%	-	-	-	5%	-	0%	0%	-	0%	*	10%	3%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	**54%**	80%	-	-	-	79%	78%	63%	57%	*	*	-	49%	75%	-
	2023	75%	59%	**57%**	71%	-	-	-	71%	-	58%	64%	-	40%	*	52%	67%	*
At Meets Grade Level or Above	2024	43%	29%	**29%**	49%	-	-	-	50%	43%	31%	21%	*	*	-	26%	43%	-
	2023	45%	25%	**25%**	26%	-	-	-	26%	-	32%	36%	-	20%	*	24%	27%	*
At Masters Grade Level	2024	17%	8%	**9%**	14%	-	-	-	14%	13%	19%	21%	*	*	-	8%	16%	-
	2023	19%	6%	**7%**	11%	-	-	-	11%	-	11%	14%	-	0%	*	5%	10%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	68%	**42%**	27%	-	-	-	27%	-	40%	40%	-	-	-	45%	31%	-
	2023	77%	67%	**47%**	42%	-	-	-	42%	-	35%	33%	-	40%	*	49%	41%	*
At Meets Grade Level or Above	2024	43%	34%	**22%**	0%	-	-	-	0%	-	20%	20%	-	-	-	26%	6%	-
	2023	47%	34%	**25%**	11%	-	-	-	11%	-	20%	27%	-	0%	*	28%	16%	*
At Masters Grade Level	2024	16%	10%	**8%**	0%	-	-	-	0%	-	0%	0%	-	-	-	10%	0%	-
	2023	18%	9%	**8%**	5%	-	-	-	5%	-	10%	13%	-	0%	*	8%	7%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	**59%**	84%	-	-	-	87%	82%	59%	61%	*	*	-	54%	75%	-
	2023	64%	57%	**58%**	66%	-	-	-	66%	-	58%	60%	-	50%	*	56%	63%	*
All Grades ELA/Reading	2024	67%	60%	**64%**	83%	-	-	-	81%	87%	66%	68%	*	*	-	60%	77%	-
	2023	63%	53%	**49%**	58%	-	-	-	58%	-	43%	43%	-	40%	*	47%	52%	*

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

MAIN STREET EL (246911102) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	53%	**55%**	85%	-	-	-	92%	77%	53%	54%	*	*	-	49%	73%	-
	2023	66%	62%	**67%**	74%	-	-	-	74%	-	74%	79%	-	60%	*	65%	75%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**31%**	59%	-	-	-	33%	73%	38%	38%	-	-	-	27%	48%	-
	2023	38%	32%	**34%**	47%	-	-	-	47%	-	32%	37%	-	17%	*	30%	42%	-
All Grades ELA/Reading	2024	30%	29%	**34%**	44%	-	-	-	*	57%	33%	33%	-	-	-	32%	39%	-
	2023	35%	28%	**26%**	35%	-	-	-	35%	-	10%	13%	-	*	*	25%	27%	-
All Grades Mathematics	2024	35%	29%	**29%**	75%	-	-	-	*	*	43%	43%	-	-	-	23%	60%	-
	2023	40%	35%	**41%**	59%	-	-	-	59%	-	47%	55%	-	*	*	34%	55%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	98%	97%	98%	*	100%	-	100%	98%	94%	98%	96%	98%	99%
Included in Accountability	92%	94%	**90%**	88%	91%	91%	*	100%	-	100%	86%	94%	96%	75%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**6%**	10%	5%	7%	*	0%	-	0%	12%	0%	2%	17%	5%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	0%	-	0%	0%	0%	0%	4%	1%	5%
Not Tested	1%	1%	**2%**	2%	3%	2%	*	0%	-	0%	2%	6%	2%	4%	2%	1%
Absent	1%	1%	**2%**	2%	2%	1%	*	0%	-	0%	1%	0%	1%	3%	2%	1%
Other	0%	0%	**1%**	0%	1%	1%	*	0%	-	0%	1%	6%	1%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	*	*	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	91%	93%	**92%**	91%	92%	92%	*	*	-	100%	88%	100%	97%	77%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**6%**	9%	5%	8%	*	*	-	0%	12%	0%	2%	17%	5%	5%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	0%	*	*	-	0%	0%	0%	0%	4%	1%	5%
Not Tested	1%	1%	**1%**	0%	2%	0%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	0%	2%	0%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	100%	97%	98%	*	*	-	100%	97%	86%	98%	98%	99%	100%
Included in Accountability	93%	95%	**91%**	91%	91%	91%	*	*	-	100%	86%	86%	96%	77%	93%	89%
Not Included in Accountability: Mobile	5%	4%	**6%**	9%	5%	8%	*	*	-	0%	11%	0%	2%	17%	5%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	*	-	0%	0%	0%	0%	4%	1%	5%
Not Tested	1%	1%	**2%**	0%	3%	2%	*	*	-	0%	3%	14%	2%	2%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	1%	**1%**	0%	2%	2%	*	*	-	0%	3%	14%	1%	1%	0%	0%
Science																
Assessment Participant	99%	98%	**93%**	86%	94%	91%	-	-	-	*	92%	*	94%	89%	94%	95%
Included in Accountability	93%	94%	**85%**	71%	87%	86%	-	-	-	*	77%	*	93%	64%	89%	84%
Not Included in Accountability: Mobile	4%	4%	**7%**	14%	6%	5%	-	-	-	*	15%	*	1%	21%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	-	-	*	0%	*	0%	4%	1%	5%
Not Tested	1%	2%	**7%**	14%	6%	9%	-	-	-	*	8%	*	6%	11%	6%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**6%**	14%	6%	5%	-	-	-	*	8%	*	6%	7%	6%	5%
Other	0%	0%	**1%**	0%	0%	5%	-	-	-	*	0%	*	0%	4%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	98%	98%	99%	-	*	-	96%	97%	100%	99%	97%	99%	99%
Included in Accountability	93%	93%	**96%**	91%	95%	99%	-	*	-	96%	97%	100%	98%	90%	97%	99%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	3%	0%	-	*	-	0%	0%	0%	1%	7%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**2%**	2%	2%	1%	-	*	-	4%	3%	0%	1%	3%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	-	*	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	1%	**1%**	2%	1%	1%	-	*	-	4%	2%	0%	0%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	**97%**	93%	96%	100%	-	*	-	100%	100%	100%	99%	91%	97%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	3%	0%	-	*	-	0%	0%	0%	1%	7%	2%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Mathematics																
Assessment Participant	99%	97%	**96%**	93%	97%	96%	-	*	-	90%	91%	100%	97%	95%	98%	98%
Included in Accountability	94%	92%	**94%**	87%	94%	96%	-	*	-	90%	91%	100%	97%	88%	96%	98%
Not Included in Accountability: Mobile	5%	4%	**3%**	7%	3%	0%	-	*	-	0%	0%	0%	1%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	3%	**4%**	7%	3%	4%	-	*	-	10%	9%	0%	3%	5%	2%	2%
Absent	1%	2%	**1%**	0%	2%	0%	-	*	-	0%	2%	0%	1%	1%	1%	2%
Other	0%	2%	**2%**	7%	1%	4%	-	*	-	10%	7%	0%	1%	4%	1%	0%
Science																
Assessment Participant	99%	98%	**99%**	100%	99%	100%	-	*	-	100%	100%	100%	100%	97%	99%	100%
Included in Accountability	93%	94%	**96%**	93%	95%	100%	-	*	-	100%	100%	100%	99%	90%	97%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	3%	0%	-	*	-	0%	0%	0%	1%	7%	2%	0%

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**94.9%**	95.1%	95.1%	94.5%	-	*	-	91.1%	94.9%	94.8%	96.1%
2021-22	92.2%	91.6%	**93.5%**	93.4%	93.4%	93.8%	-	*	*	95.2%	92.1%	93.4%	94.5%
Chronic Absenteeism													
2022-23	20.3%	22.2%	**18.0%**	20.0%	14.5%	20.4%	-	*	-	62.5%	17.3%	20.4%	9.8%
2021-22	25.7%	30.0%	**22.2%**	11.9%	23.7%	22.9%	-	*	*	18.2%	30.2%	22.1%	17.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	241	377,367
By Ethnicity:				
African American	-	-	21	46,822
Hispanic	-	-	142	197,333
White	-	-	70	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	34	49,278
Foundation H.S. Program (Endorsement)	-	-	6	16,475
Foundation H.S. Program (DLA)	-	-	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	17	34,589
Economically Disadvantaged Graduates	-	-	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	24	50,229
At-Risk Graduates	-	-	94	168,430
CTE Completers	-	-	80	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**466**	**100.0%**	**3,028**	**5,517,464**	**468**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Grade 1	77	16.5%	6.6%	7.0%	77	16.5%	6.5%	7.0%
Grade 2	96	20.6%	6.4%	7.3%	96	20.5%	6.3%	7.3%
Grade 3	86	18.5%	6.7%	7.2%	87	18.6%	6.7%	7.2%
Grade 4	110	23.6%	7.1%	7.2%	111	23.7%	7.1%	7.2%
Grade 5	97	20.8%	6.7%	7.2%	97	20.7%	6.7%	7.2%
Ethnic Distribution								
African American	36	7.7%	8.0%	12.8%	36	7.7%	7.9%	12.8%
Hispanic	304	65.2%	63.8%	53.2%	306	65.4%	64.0%	53.2%
White	99	21.2%	24.3%	25.0%	99	21.2%	24.2%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	4	0.9%	0.7%	5.4%	4	0.9%	0.7%	5.4%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	20	4.3%	2.8%	3.1%	20	4.3%	2.8%	3.1%
Sex								
Female	232	49.8%	49.4%	48.9%	234	50.0%	49.3%	48.8%
Male	234	50.2%	50.6%	51.1%	234	50.0%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	337	72.3%	67.4%	62.3%	337	72.0%	67.0%	62.2%
Non-Educationally Disadvantaged	129	27.7%	32.6%	37.7%	131	28.0%	33.0%	37.8%
Section 504 Students	18	3.9%	7.9%	7.2%	18	3.8%	7.9%	7.2%
EB Students/EL	99	21.2%	19.3%	24.4%	99	21.2%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	3.9%	1.9%				
Students w/ Dyslexia	40	8.6%	7.8%	6.0%	40	8.5%	7.7%	6.0%
Foster Care	3	0.6%	0.2%	0.2%	3	0.6%	0.2%	0.2%
Homeless	9	1.9%	2.4%	1.4%	9	1.9%	2.4%	1.4%
Immigrant	7	1.5%	0.3%	2.9%	7	1.5%	0.3%	2.9%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	466	100.0%	99.9%	65.7%	468	100.0%	99.9%	65.7%
Military Connected	0	0.0%	0.1%	3.9%	0	0.0%	0.1%	3.9%
At-Risk	361	77.5%	58.1%	53.2%	361	77.1%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	99	21.2%	19.2%	24.5%	99	21.2%	19.1%	24.4%
Career and Technical Education	0	0.0%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	28	6.0%	6.6%	8.5%	28	6.0%	6.6%	8.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	93	20.0%	16.5%	13.9%	94	20.1%	16.8%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**93**							
Students with Intellectual Disabilities	46	49.5%	53.0%	45.7%				
Students with Physical Disabilities	30	32.3%	25.4%	18.9%				
Students with Autism	11	11.8%	8.6%	16.2%				
Students with Behavioral Disabilities	6	6.5%	11.8%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**23**	**10.0%**	**9.6%**	**16.1%**				
African American	6	2.6%	1.3%	3.4%				
Hispanic	9	3.9%	5.7%	8.5%				
White	6	2.6%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	0.9%	0.4%	0.5%				
Special Ed Students who are Mobile	7	13.5%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	11	6.7%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**-**	**-**	**26.4%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	15.4	17.3	18.8
Grade 2	16.0	17.2	19.1
Grade 3	17.2	18.4	19.4
Grade 4	18.3	18.0	19.4
Grade 5	19.2	20.1	20.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**49.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	41.3	83.8%	63.6%	63.9%
Teachers	36.4	73.8%	48.4%	48.3%
Professional Support	2.9	5.9%	11.7%	11.1%
Campus Administration (School Leadership)	2.0	4.1%	2.0%	3.3%
Educational Aides	8.0	16.2%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	1.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	9.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**21.5**	**43.6%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	4.5	12.4%	6.7%	12.6%
Hispanic	11.0	30.2%	25.0%	30.1%
White	20.9	57.4%	67.1%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	3.5	9.6%	25.6%	24.5%
Females	32.9	90.4%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	3.0	8.2%	4.4%	2.5%
Bachelors	26.5	72.8%	75.2%	71.7%
Masters	6.9	19.0%	19.5%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.5	17.9%	10.2%	8.7%
1-5 Years Experience	12.0	33.0%	31.8%	27.4%
6-10 Years Experience	5.0	13.7%	20.2%	20.2%
11-20 Years Experience	9.9	27.2%	23.3%	27.1%
21-30 Years Experience	2.0	5.5%	11.8%	13.7%
Over 30 Years Experience	1.0	2.7%	2.6%	3.0%
Number of Students per Teacher	12.8	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	3.3	6.0
Average Years Experience of Principals with District	2.0	2.2	5.1
Average Years Experience of Assistant Principals	1.0	5.3	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	8.4	9.8	11.1
Average Years Experience of Teachers with District	3.1	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$45,863	$47,810	$54,272
1-5 Years Experience	$53,723	$53,000	$58,185
6-10 Years Experience	$58,091	$58,355	$61,494
11-20 Years Experience	$63,808	$65,755	$65,219
21-30 Years Experience	$69,445	$70,880	$69,723
Over 30 Years Experience	$74,543	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$57,100	$59,192	$62,474
Professional Support	$62,205	$66,272	$73,783
Campus Administration (School Leadership)	$80,000	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	6.3%	5.5%
Compensatory Education	0.0	0.0%	1.0%	3.1%
Gifted and Talented Education	0.0	0.0%	1.8%	1.6%
Regular Education	36.4	100.0%	79.7%	69.8%
Special Education	0.0	0.0%	10.3%	10.3%
Other	0.0	0.0%	0.9%	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.)

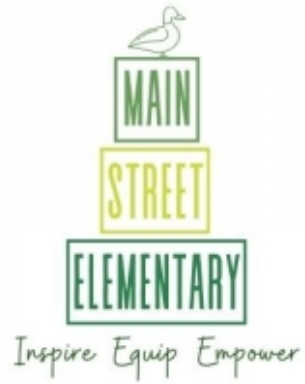
Main Street Elementary

GOALS AND OBJECTIVES

Taylor Independent School District

Main Street Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Inspire, Equip, and Empower Every Student to Achieve Their Unique Potential.

Vision

Intentionally Empowering the Whole Child

Core Beliefs

IN TAYLOR ISD WE BELIEVE…

… EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

… families are partners who will be informed and supported in the educational process to help students discover their unique potential.

… our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

… our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

… the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

… the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 5
School Culture and Climate 6
Staff Quality, Recruitment, and Retention 7

Curriculum, Instruction, and Assessment 8
Parent and Community Engagement 9
Technology 10
Priority Problem Statements 11
Comprehensive Needs Assessment Data Documentation 12
Goals 14
Goal 1: Excellence in Student Outcomes 14
Goal 2: Exceptional Workplace Climate 21
Goal 3: Quality Customer Service 23
Goal 4: Efficient Financial Stewardship Service 24
Goal 5: Safety in Schools 25
Campus Education Improvement Committee 26
Campus Funding Summary 27
Policies, Procedures, and Requirements 28

Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

MSE is made up of 480 1st-5th grade students and is a new campus in 23-24.

Subpopulations:

68% Eco Dis

23% LEP/Bilingual/ESL

8% Gifted & Talented

14% mobility

15% SPED

Demographics Strengths

As this is MSE's first year to open, this will be a data collection year.

Student Achievement

Student Achievement Summary

As this is MSE's first year to open, this will be a data collection year.

Student Achievement Strengths

As this is MSE's first year to open, this will be a data collection year.

School Culture and Climate

School Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. MSE strives to create and maintain a positive culture for all stakeholders. Believing that student learning is enhanced by positive steps, to manage student behavior and increase inclusivity, our district has worked to implement structures including restorative practices.

School Culture and Climate Strengths

Main Street Elementary has a strong staff culture where teachers trust one another and work collaboratively to meet the needs of students. PLCs are an intricate part of the staff learning environment that embraces best teaching practices for student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As this is MSE's first year to open, this will be a data collection year.

Staff Quality, Recruitment, and Retention Strengths

As this is MSE's first year to open, this will be a data collection year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor ISD employs a relatively large number of programs in an effort to support curriculum, instruction and assessment.

Curriculum, Instruction, and Assessment Strengths

Teachers have had experiences with many new online resources that they can now deploy to serve students effectively.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Implementation of systems and resources is varied across all tiers of instruction.
Root Cause: There are many systems and resources deployed across the district, that change from year to year. This causes varied levels of successful implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

As this is MSE's first year to open, this will be a data collection year.

Parent and Community Engagement Strengths

As this is MSE's first year to open, this will be a data collection year.

Technology

Technology Summary

MSE will be a 1-1 campus for 2023-24. Each student will receive an Ipad. Additionally, there are extra desktop computers in classrooms, and a computer lab in the library.

Technology Strengths

Teachers and students have been forced to embrace online learning tools and have learned many new technology skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Learning activities that use technology do not support learning across all levels of student achievement.
Root Cause: There has been a focus on providing intervention, as opposed to supporting the learning of all students.

Priority Problem Statements

Problem Statement 1: Learning activities that use technology do not support learning across all levels of student achievement.

Root Cause 1: There has been a focus on providing intervention, as opposed to supporting the learning of all students.

Problem Statement 1 Areas: Technology

Problem Statement 2: Implementation of systems and resources is varied across all tiers of instruction.

Root Cause 2: There are many systems and resources deployed across the district, that change from year to year. This causes varied levels of successful implementation.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase the number of students passing the 2024 Reading STAAR Approaches by 20%; Meets by 10%; Master by 5%.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Purchase high-quality instructional materials to fill in gaps with the Wonders resource. **Strategy's Expected Result/Impact:** Increase rigor and engagement. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 211 Title 1 Part A	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Increase the number of students passing the 2024 Reading STAAR Approaches by 20%; Meets by 10%; Master by 5%.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train teachers and implement the math framework. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	60%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Purchase high-quality instructional materials to fill in gaps with the Go Math resource. **Strategy's Expected Result/Impact:** Increase rigor and engagement. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 211 Title 1 Part A	40%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase the number of 5th grade students passing the 2023 Science STAAR Approaches from 46% to 60%; Meets from 20% to 30%; Masters from 5% to 10%.

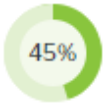
High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	50%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Purchase high-quality instructional materials to fill in gaps with the instructional materials. **Strategy's Expected Result/Impact:** Increase rigor and engagement. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 211 Title 1 Part A	20%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase the annual attendance rate from 96% to 98%.

High Priority

Evaluation Data Sources: TEAMS data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will set goals with students and review weekly during Strong Start Celebration. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will be recognized and incentivized for attending school through awards each nine-weeks and the PBIS system.	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus will implement the Leader in Me Program. **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	35%	70%	90%	→

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

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Maintain staff retention at 100%

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing professional development and comprehensive onboarding to all new staff members. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All new teachers will be provided with a year-long mentor. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Increase campus morale through appreciation and recognition.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The administrative staff will create a schedule of intentional appreciation activities throughout the school year.	40%	65%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Quality Customer Service

Performance Objective 1: Engage families and the community to support student achievement and enhance district strategic goals.

Evaluation Data Sources: Survey results
Campus Calendar of Events and percent of parents attending
Campus-to-Home communications

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create opportunities for parental/family engagement such as open house, Donuts with Grownups, math and literacy nights, family movie nights, etc. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Efficient Financial Stewardship Service

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

Evaluation Data Sources: Achieve Perfect FIRST Rating
Campus budgets balanced
Timelines for budgets are followed

Goal 5: Safety in Schools

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Evaluation Data Sources: Documentation
Meeting agendas
Drill schedules

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct all required drills for fire, lockdown, lockout, and shelter in place.	Formative			Summative
	Oct	Jan	Mar	June
	35%	70%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Create safety team and meet at least 4 times yearly to evaluate safety measures.	Formative			Summative
	Oct	Jan	Mar	June
	15%	50%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Education Improvement Committee

Committee Role	Name	Position
Business Representative	Joe Rush	Business owner
Business Representative	Will Cornish	Business owner
Community Representative	Brady Collier	Community Member
Community Representative	Amy Cornish	Community Member
Parent	Ashley Doss	Parent
Parent	Staci McNeal	Parent
Classroom Teacher	Cindy Terrazas	Content Specialist
Classroom Teacher	Kristina Snow	5th grade teacher
Classroom Teacher	Lucy Barbisch	4th grade teacher
Classroom Teacher	Justine Lorentzen	3rd grade teacher
Classroom Teacher	Jenna Anderson	2nd grade teacher
Classroom Teacher	Robyn Fernandez	1st grade teacher
Non-classroom Professional	Sarah Shurtz	Content Specialist
Classroom Teacher	KatiAnn Philhower	Dyslexia Teacher
Classroom Teacher	Briana Bohac	SpEd Teacher
Classroom Teacher	Raelyn Hall	Behavior Teacher
Non-classroom Professional	Iris Bunton	Counselor
Administrator	Ashley Rush	Assistant Principal
Administrator	Kerri Pierce	Principal
District-level Professional	Jennifer Patschke	District Representative

Campus Funding Summary

211 Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	4			$0.00
1	3	2			$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

Naomi Pasemann Elementary

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: NAOMI PASEMANN EL

Campus Number: 246911103

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	**70%**	55%	69%	75%	-	-	*	*	55%	*	67%	79%	62%	55%
	2023	76%	59%	**59%**	53%	52%	75%	-	*	-	78%	49%	40%	59%	61%	53%	47%
At Meets Grade Level or Above	2024	48%	38%	**45%**	36%	40%	57%	-	-	*	*	32%	*	42%	54%	34%	27%
	2023	50%	32%	**32%**	33%	23%	48%	-	*	-	67%	28%	20%	32%	31%	24%	21%
At Masters Grade Level	2024	21%	16%	**21%**	9%	16%	36%	-	-	*	*	5%	*	20%	21%	13%	18%
	2023	20%	8%	**8%**	0%	8%	10%	-	*	-	11%	3%	0%	8%	8%	4%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	55%	**59%**	18%	63%	64%	-	-	*	*	41%	*	54%	75%	52%	59%
	2023	73%	57%	**57%**	60%	50%	75%	-	*	-	56%	55%	80%	56%	59%	50%	63%
At Meets Grade Level or Above	2024	42%	28%	**33%**	18%	29%	50%	-	-	*	*	23%	*	32%	36%	22%	27%
	2023	45%	29%	**29%**	20%	22%	44%	-	*	-	44%	32%	20%	29%	29%	24%	37%
At Masters Grade Level	2024	15%	9%	**12%**	0%	9%	25%	-	-	*	*	0%	*	11%	14%	6%	9%
	2023	19%	10%	**10%**	7%	5%	19%	-	*	-	22%	11%	0%	9%	12%	6%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	74%	**75%**	75%	68%	90%	-	*	-	71%	38%	*	75%	74%	66%	82%
	2023	77%	64%	**64%**	67%	57%	80%	-	*	-	*	35%	89%	63%	68%	54%	63%
At Meets Grade Level or Above	2024	51%	39%	**41%**	25%	33%	62%	-	*	-	43%	19%	*	39%	46%	34%	35%
	2023	48%	34%	**34%**	33%	24%	58%	-	*	-	*	11%	44%	28%	47%	21%	31%
At Masters Grade Level	2024	23%	12%	**12%**	0%	12%	14%	-	*	-	14%	0%	*	9%	17%	5%	6%
	2023	22%	16%	**16%**	13%	10%	30%	-	*	-	*	2%	22%	13%	21%	8%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	55%	**59%**	50%	52%	76%	-	*	-	71%	33%	*	60%	59%	48%	53%
	2023	71%	50%	**50%**	40%	44%	66%	-	*	-	*	26%	67%	51%	47%	41%	50%
At Meets Grade Level or Above	2024	46%	30%	**29%**	0%	23%	48%	-	*	-	29%	13%	*	25%	35%	16%	18%
	2023	48%	26%	**26%**	13%	19%	46%	-	*	-	*	11%	44%	23%	32%	16%	19%
At Masters Grade Level	2024	21%	10%	**12%**	0%	7%	21%	-	*	-	29%	0%	*	9%	18%	3%	6%
	2023	22%	9%	**9%**	7%	3%	26%	-	*	-	*	0%	33%	8%	12%	3%	8%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	59%	**59%**	67%	49%	86%	-	-	-	*	23%	*	57%	63%	49%	45%
	2023	81%	61%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	39%	**38%**	44%	25%	71%	-	-	-	*	14%	*	35%	43%	24%	21%
	2023	57%	29%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	19%	**18%**	11%	12%	38%	-	-	-	*	9%	*	22%	11%	10%	12%
	2023	28%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	54%	**47%**	56%	34%	81%	-	-	-	*	23%	*	46%	49%	32%	21%
	2023	80%	57%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	30%	**26%**	33%	16%	48%	-	-	-	*	14%	*	25%	29%	16%	15%
	2023	51%	25%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	11%	**8%**	11%	3%	19%	-	-	-	*	0%	*	8%	9%	1%	6%
	2023	21%	7%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	41%	**40%**	44%	29%	76%	-	-	-	*	21%	*	33%	53%	28%	17%
	2023	65%	47%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	21%	**20%**	22%	11%	43%	-	-	-	*	4%	*	23%	14%	10%	11%
	2023	36%	25%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	7%	**7%**	11%	3%	19%	-	-	-	*	0%	*	8%	6%	1%	6%
	2023	16%	8%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	64%	**59%**	51%	51%	78%	-	*	*	79%	33%	89%	56%	64%	48%	42%
	2023	76%	62%	**57%**	55%	51%	74%	-	83%	-	68%	40%	71%	57%	58%	50%	56%
At Meets Grade Level or Above	2024	48%	34%	**33%**	26%	25%	54%	-	*	*	54%	17%	84%	32%	36%	22%	21%
	2023	49%	32%	**30%**	25%	22%	49%	-	58%	-	55%	20%	36%	28%	36%	21%	27%
At Masters Grade Level	2024	20%	11%	**13%**	6%	9%	24%	-	*	*	25%	2%	47%	12%	13%	6%	9%
	2023	20%	9%	**11%**	7%	6%	21%	-	17%	-	23%	4%	18%	9%	13%	5%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**68%**	64%	62%	83%	-	*	*	82%	38%	88%	66%	71%	59%	57%
	2023	77%	62%	**62%**	60%	55%	78%	-	83%	-	82%	41%	71%	60%	65%	54%	57%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	39%	**41%**	36%	33%	63%	-	*	*	64%	22%	88%	39%	47%	30%	26%
	2023	53%	34%	**33%**	33%	24%	53%	-	50%	-	64%	19%	36%	30%	40%	23%	27%
At Masters Grade Level	2024	22%	12%	**17%**	7%	13%	28%	-	*	*	27%	5%	63%	17%	16%	10%	13%
	2023	20%	10%	**12%**	7%	9%	20%	-	17%	-	18%	2%	14%	10%	15%	6%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	**55%**	39%	49%	73%	-	*	*	82%	32%	88%	53%	60%	44%	40%
	2023	75%	59%	**53%**	50%	47%	70%	-	83%	-	55%	39%	71%	54%	52%	45%	56%
At Meets Grade Level or Above	2024	43%	29%	**29%**	18%	23%	49%	-	*	*	45%	17%	75%	28%	33%	18%	19%
	2023	45%	25%	**27%**	17%	21%	45%	-	67%	-	45%	20%	36%	26%	31%	20%	27%
At Masters Grade Level	2024	17%	8%	**11%**	4%	6%	22%	-	*	*	27%	0%	25%	9%	13%	4%	7%
	2023	19%	6%	**9%**	7%	4%	22%	-	17%	-	27%	5%	21%	8%	12%	5%	8%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	68%	**40%**	44%	29%	76%	-	-	-	*	21%	*	33%	53%	28%	17%
At Meets Grade Level or Above	2024	43%	34%	**20%**	22%	11%	43%	-	-	-	*	4%	*	23%	14%	10%	11%
At Masters Grade Level	2024	16%	10%	**7%**	11%	3%	19%	-	-	-	*	0%	*	8%	6%	1%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	26%	**30%**	18%	24%	50%	-	-	*	*	18%	*	31%	29%	18%	27%
	2023	37%	20%	**20%**	20%	12%	35%	-	*	-	44%	24%	0%	19%	22%	15%	18%
Reading and Mathematics Including EOC	2024	35%	26%	**30%**	18%	24%	50%	-	-	*	*	18%	*	31%	29%	18%	27%
	2023	37%	20%	**20%**	20%	12%	35%	-	*	-	44%	24%	0%	19%	22%	15%	18%
Reading Including EOC	2024	48%	38%	**45%**	36%	40%	57%	-	-	*	*	32%	*	42%	54%	34%	27%
	2023	50%	32%	**32%**	33%	23%	48%	-	*	-	67%	28%	20%	32%	31%	24%	21%
Math Including EOC	2024	42%	28%	**33%**	18%	29%	50%	-	-	*	*	23%	*	32%	36%	22%	27%
	2023	45%	29%	**29%**	20%	22%	44%	-	*	-	44%	32%	20%	29%	29%	24%	37%
4th Graders																	
Reading and Mathematics	2024	38%	24%	**24%**	0%	18%	41%	-	*	-	29%	13%	*	18%	35%	13%	18%
	2023	38%	23%	**23%**	13%	15%	46%	-	*	-	*	9%	44%	19%	31%	13%	15%
Reading and Mathematics Including EOC	2024	38%	24%	**24%**	0%	18%	41%	-	*	-	29%	13%	*	18%	35%	13%	18%
	2023	38%	23%	**23%**	13%	15%	46%	-	*	-	*	9%	44%	19%	31%	13%	15%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2024	51%	39%	**41%**	25%	33%	62%	-	*	-	43%	19%	*	39%	46%	34%	35%
	2023	48%	34%	**34%**	33%	24%	58%	-	*	-	*	11%	44%	28%	47%	21%	31%
Math Including EOC	2024	46%	30%	**29%**	0%	23%	48%	-	*	-	29%	13%	*	25%	35%	16%	18%
	2023	48%	26%	**26%**	13%	19%	46%	-	*	-	*	11%	44%	23%	32%	16%	19%
5th Graders																	
Reading and Mathematics	2024	42%	28%	**25%**	33%	16%	43%	-	-	-	*	14%	*	23%	29%	16%	15%
Reading and Mathematics Including EOC	2024	42%	28%	**25%**	33%	16%	43%	-	-	-	*	14%	*	23%	29%	16%	15%
Reading Including EOC	2024	55%	39%	**38%**	44%	25%	71%	-	-	-	*	14%	*	35%	43%	24%	21%
Math Including EOC	2024	51%	30%	**26%**	33%	16%	48%	-	-	-	*	14%	*	25%	29%	16%	15%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	21%	**27%**	18%	20%	45%	-	*	*	45%	15%	75%	25%	31%	16%	19%
	2023	37%	19%	**21%**	17%	14%	41%	-	33%	-	45%	15%	29%	19%	27%	14%	17%
Reading and Mathematics Including EOC	2024	38%	23%	**27%**	18%	20%	45%	-	*	*	45%	15%	75%	25%	31%	16%	19%
	2023	39%	20%	**21%**	17%	14%	41%	-	33%	-	45%	15%	29%	19%	27%	14%	17%
Reading Including EOC	2024	54%	37%	**41%**	36%	33%	63%	-	*	*	64%	22%	88%	39%	47%	30%	26%
	2023	53%	33%	**33%**	33%	24%	53%	-	50%	-	64%	19%	36%	30%	40%	23%	27%
Math Including EOC	2024	45%	28%	**29%**	18%	23%	49%	-	*	*	45%	17%	75%	28%	33%	18%	19%
	2023	47%	26%	**27%**	17%	21%	45%	-	67%	-	45%	20%	36%	26%	31%	20%	27%

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

\- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
NAOMI PASEMANN EL (246911103) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	67%	**65%**	64%	61%	77%	-	*	-	50%	30%	*	61%	74%	61%	79%
	2023	55%	47%	**47%**	54%	45%	49%	-	*	-	*	38%	75%	48%	44%	44%	55%
Grade 4 Mathematics	2024	60%	49%	**53%**	36%	45%	71%	-	*	-	64%	36%	*	51%	57%	39%	41%
	2023	63%	56%	**56%**	54%	54%	60%	-	*	-	*	33%	83%	59%	50%	51%	58%
Grade 5 ELA/Reading	2024	70%	56%	**54%**	50%	46%	76%	-	-	-	*	39%	*	52%	56%	49%	36%
	2023	65%	49%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	53%	**43%**	75%	35%	50%	-	-	-	*	34%	*	38%	52%	36%	20%
	2023	71%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	57%	**54%**	57%	46%	69%	-	*	-	67%	35%	75%	51%	59%	46%	39%
	2023	64%	57%	**51%**	54%	50%	55%	-	*	-	*	36%	79%	53%	47%	47%	57%
All Grades ELA/Reading	2024	67%	60%	**59%**	57%	53%	77%	-	*	-	61%	35%	100%	57%	65%	55%	51%
	2023	63%	53%	**47%**	54%	45%	49%	-	*	-	*	38%	75%	48%	44%	44%	55%
All Grades Mathematics	2024	60%	53%	**48%**	57%	39%	62%	-	*	-	72%	35%	50%	45%	54%	38%	28%
	2023	66%	62%	**56%**	54%	54%	60%	-	*	-	*	33%	83%	59%	50%	51%	58%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	43%	**40%**	*	36%	60%	-	*	-	*	10%	*	33%	50%	33%	67%
	2023	33%	25%	**25%**	20%	24%	22%	-	*	-	-	10%	*	27%	19%	23%	30%
Grade 4 Mathematics	2024	26%	25%	**28%**	*	24%	33%	-	*	-	*	27%	-	28%	29%	21%	25%
	2023	27%	19%	**19%**	14%	18%	25%	-	*	-	-	10%	*	22%	12%	18%	26%
Grade 5 ELA/Reading	2024	35%	16%	**14%**	*	7%	40%	-	-	-	-	7%	-	15%	11%	11%	7%
	2023	37%	26%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	23%	**10%**	20%	5%	40%	-	-	-	-	7%	-	13%	6%	8%	0%
	2023	48%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	29%	**22%**	31%	16%	43%	-	*	-	60%	12%	*	21%	24%	17%	18%
	2023	38%	32%	**22%**	17%	21%	24%	-	*	-	-	10%	*	24%	15%	20%	28%
All Grades ELA/Reading	2024	30%	29%	**27%**	*	21%	50%	-	*	-	*	8%	*	23%	35%	22%	30%
	2023	35%	28%	**25%**	20%	24%	22%	-	*	-	-	10%	*	27%	19%	23%	30%
All Grades Mathematics	2024	35%	29%	**18%**	22%	13%	36%	-	*	-	*	16%	-	20%	16%	13%	7%
	2023	40%	35%	**19%**	14%	18%	25%	-	*	-	-	10%	*	22%	12%	18%	26%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	64%	**59%**	48%	-	-	-	*	48%	29%	36%	-	26%	20%	64%	41%	*
	2023	76%	62%	**57%**	55%	-	-	-	55%	-	57%	57%	-	-	-	58%	56%	-
At Meets Grade Level or Above	2024	48%	34%	**33%**	29%	-	-	-	*	30%	0%	0%	-	0%	0%	37%	20%	*
	2023	49%	32%	**30%**	26%	-	-	-	26%	-	28%	28%	-	-	-	31%	27%	-
At Masters Grade Level	2024	20%	11%	**13%**	13%	-	-	-	*	14%	0%	0%	-	0%	0%	14%	9%	*
	2023	20%	9%	**11%**	13%	-	-	-	13%	-	4%	4%	-	-	-	11%	9%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	64%	**68%**	63%	-	-	-	*	63%	43%	43%	-	43%	*	71%	56%	*
	2023	77%	62%	**62%**	57%	-	-	-	57%	-	56%	56%	-	-	-	63%	57%	-
At Meets Grade Level or Above	2024	54%	39%	**41%**	38%	-	-	-	*	39%	0%	0%	-	0%	*	46%	25%	*
	2023	53%	34%	**33%**	25%	-	-	-	25%	-	29%	29%	-	-	-	35%	27%	-
At Masters Grade Level	2024	22%	12%	**17%**	19%	-	-	-	*	20%	0%	0%	-	0%	*	18%	13%	*
	2023	20%	10%	**12%**	14%	-	-	-	14%	-	6%	6%	-	-	-	12%	11%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	**55%**	46%	-	-	-	*	46%	29%	29%	-	29%	*	60%	39%	*
	2023	75%	59%	**53%**	54%	-	-	-	54%	-	59%	59%	-	-	-	53%	56%	-
At Meets Grade Level or Above	2024	43%	29%	**29%**	27%	-	-	-	*	28%	0%	0%	-	0%	*	32%	18%	*
	2023	45%	25%	**27%**	27%	-	-	-	27%	-	26%	26%	-	-	-	28%	27%	-
At Masters Grade Level	2024	17%	8%	**11%**	10%	-	-	-	*	11%	0%	0%	-	0%	*	12%	7%	*
	2023	19%	6%	**9%**	11%	-	-	-	11%	-	3%	3%	-	-	-	10%	8%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	68%	**40%**	22%	-	-	-	-	22%	0%	-	-	0%	*	52%	15%	*
	2023	77%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	34%	**20%**	17%	-	-	-	-	17%	0%	-	-	0%	*	24%	12%	*
	2023	47%	34%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	10%	**7%**	9%	-	-	-	-	9%	0%	-	-	0%	*	7%	6%	*
	2023	18%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	57%	**54%**	40%	-	-	-	*	40%	32%	*	-	31%	*	58%	38%	*
	2023	64%	57%	**51%**	53%	-	-	-	53%	-	64%	64%	-	-	-	50%	57%	-
All Grades ELA/Reading	2024	67%	60%	**59%**	56%	-	-	-	*	55%	33%	*	-	31%	*	62%	50%	*
	2023	63%	53%	**47%**	53%	-	-	-	53%	-	59%	59%	-	-	-	44%	55%	-

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

NAOMI PASEMANN EL (246911103) - TAYLOR ISD - WILLIAMSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	53%	**48%**	23%	-	-	-	*	24%	30%	*	-	31%	*	54%	26%	*
	2023	66%	62%	**56%**	53%	-	-	-	53%	-	69%	69%	-	-	-	55%	58%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	29%	**22%**	17%	-	-	-	*	15%	14%	*	-	17%	*	25%	18%	-
	2023	38%	32%	**22%**	23%	-	-	-	23%	-	35%	35%	-	-	-	19%	28%	-
All Grades ELA/Reading	2024	30%	29%	**27%**	31%	-	-	-	*	27%	17%	*	-	20%	*	26%	30%	-
	2023	35%	28%	**25%**	21%	-	-	-	21%	-	44%	44%	-	-	-	22%	30%	-
All Grades Mathematics	2024	35%	29%	**18%**	5%	-	-	-	*	6%	13%	*	-	14%	*	24%	7%	-
	2023	40%	35%	**19%**	25%	-	-	-	25%	-	27%	27%	-	-	-	17%	26%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**96%**	94%	95%	97%	-	*	*	100%	92%	100%	98%	91%	96%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	4%	3%	-	*	*	0%	7%	0%	2%	8%	3%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	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%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	93%	**95%**	93%	95%	96%	-	*	*	100%	92%	100%	97%	92%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	4%	-	*	*	0%	8%	0%	3%	7%	4%	6%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	93%	95%	**95%**	93%	95%	96%	-	*	*	100%	91%	100%	97%	91%	95%	92%
Not Included in Accountability: Mobile	5%	4%	**4%**	7%	4%	4%	-	*	*	0%	8%	0%	3%	7%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	2%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	2%	0%	0%	1%	0%	0%
Other	0%	1%	**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%
Included in Accountability	93%	94%	**97%**	100%	96%	100%	-	-	-	*	96%	*	100%	92%	100%	97%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	4%	0%	-	-	-	*	4%	*	0%	8%	0%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**98%**	98%	98%	98%	-	100%	-	93%	97%	100%	99%	96%	98%	99%
Included in Accountability	93%	93%	**92%**	98%	94%	88%	-	100%	-	79%	88%	100%	96%	85%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	3%	11%	-	0%	-	14%	8%	0%	3%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	**2%**	2%	2%	2%	-	0%	-	7%	3%	0%	1%	4%	2%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**2%**	2%	2%	2%	-	0%	-	7%	3%	0%	1%	4%	1%	1%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**94%**	100%	96%	88%	-	100%	-	85%	91%	100%	97%	88%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**6%**	0%	3%	12%	-	0%	-	15%	9%	0%	3%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	97%	**96%**	97%	96%	96%	-	100%	-	87%	94%	100%	98%	92%	97%	98%
Included in Accountability	94%	92%	**91%**	97%	92%	87%	-	100%	-	73%	86%	100%	95%	82%	93%	93%
Not Included in Accountability: Mobile	5%	4%	**5%**	0%	3%	10%	-	0%	-	13%	8%	0%	3%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	3%	**4%**	3%	4%	4%	-	0%	-	13%	6%	0%	2%	8%	3%	2%
Absent	1%	2%	**0%**	0%	1%	0%	-	0%	-	0%	1%	0%	1%	0%	1%	0%
Other	0%	2%	**4%**	3%	3%	4%	-	0%	-	13%	5%	0%	1%	8%	3%	2%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**94.1%**	95.0%	93.9%	94.3%	*	95.1%	*	95.0%	93.7%	93.7%	95.0%
2021-22	92.2%	91.6%	**93.3%**	93.2%	92.9%	94.3%	*	98.2%	*	94.8%	93.3%	92.6%	95.2%
Chronic Absenteeism													
2022-23	20.3%	22.2%	**16.2%**	14.5%	17.0%	13.9%	*	0.0%	*	13.6%	18.7%	19.4%	12.3%
2021-22	25.7%	30.0%	**23.5%**	25.0%	26.2%	17.4%	*	0.0%	60.0%	13.6%	24.0%	29.3%	11.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	241	377,367
By Ethnicity:				
African American	-	-	21	46,822
Hispanic	-	-	142	197,333
White	-	-	70	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	34	49,278
Foundation H.S. Program (Endorsement)	-	-	6	16,475
Foundation H.S. Program (DLA)	-	-	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	17	34,589
Economically Disadvantaged Graduates	-	-	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	24	50,229
At-Risk Graduates	-	-	94	168,430
CTE Completers	-	-	80	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**548**	**100.0%**	**3,028**	**5,517,464**	**552**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Grade 1	122	22.3%	6.6%	7.0%	123	22.3%	6.5%	7.0%
Grade 2	97	17.7%	6.4%	7.3%	98	17.8%	6.3%	7.3%
Grade 3	118	21.5%	6.7%	7.2%	118	21.4%	6.7%	7.2%
Grade 4	106	19.3%	7.1%	7.2%	106	19.2%	7.1%	7.2%
Grade 5	105	19.2%	6.7%	7.2%	107	19.4%	6.7%	7.2%
Ethnic Distribution								
African American	47	8.6%	8.0%	12.8%	47	8.5%	7.9%	12.8%
Hispanic	342	62.4%	63.8%	53.2%	345	62.5%	64.0%	53.2%
White	134	24.5%	24.3%	25.0%	134	24.3%	24.2%	25.0%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	1	0.2%	0.7%	5.4%	1	0.2%	0.7%	5.4%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	22	4.0%	2.8%	3.1%	23	4.2%	2.8%	3.1%
Sex								
Female	251	45.8%	49.4%	48.9%	252	45.7%	49.3%	48.8%
Male	297	54.2%	50.6%	51.1%	300	54.3%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	379	69.2%	67.4%	62.3%	379	68.7%	67.0%	62.2%
Non-Educationally Disadvantaged	169	30.8%	32.6%	37.7%	173	31.3%	33.0%	37.8%
Section 504 Students	26	4.7%	7.9%	7.2%	26	4.7%	7.9%	7.2%
EB Students/EL	115	21.0%	19.3%	24.4%	115	20.8%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	3.9%	1.9%				
Students w/ Dyslexia	39	7.1%	7.8%	6.0%	39	7.1%	7.7%	6.0%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	19	3.5%	2.4%	1.4%	19	3.4%	2.4%	1.4%
Immigrant	2	0.4%	0.3%	2.9%	2	0.4%	0.3%	2.9%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	548	100.0%	99.9%	65.7%	552	100.0%	99.9%	65.7%
Military Connected	0	0.0%	0.1%	3.9%	0	0.0%	0.1%	3.9%
At-Risk	386	70.4%	58.1%	53.2%	386	69.9%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	114	20.8%	19.2%	24.5%	114	20.7%	19.1%	24.4%
Career and Technical Education	0	0.0%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	45	8.2%	6.6%	8.5%	46	8.3%	6.6%	8.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	106	19.3%	16.5%	13.9%	109	19.7%	16.8%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**106**							
Students with Intellectual Disabilities	39	36.8%	53.0%	45.7%				
Students with Physical Disabilities	51	48.1%	25.4%	18.9%				
Students with Autism	10	9.4%	8.6%	16.2%				
Students with Behavioral Disabilities	6	5.7%	11.8%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**60**	**8.8%**	**9.6%**	**16.1%**				
African American	9	1.3%	1.3%	3.4%				
Hispanic	35	5.1%	5.7%	8.5%				
White	8	1.2%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	5	0.7%	0.4%	0.5%				
Special Ed Students who are Mobile	9	6.7%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	10	7.7%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	46	9.6%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**354**	**54.5%**	**26.4%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 2	0.0%	0.0%	1.3%	5.9%	5.9%	1.6%
Grade 3	0.0%	0.0%	0.7%	2.3%	2.3%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	18.8	17.3	18.8
Grade 2	18.6	17.2	19.1
Grade 3	19.3	18.4	19.4
Grade 4	17.7	18.0	19.4
Grade 5	21.0	20.1	20.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**58.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	45.6	77.8%	63.6%	63.9%
Teachers	39.7	67.8%	48.4%	48.3%
Professional Support	5.8	9.9%	11.7%	11.1%
Campus Administration (School Leadership)	0.1	0.2%	2.0%	3.3%
Educational Aides	13.0	22.2%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	9.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**23.0**	**39.3%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	2.0	5.0%	6.7%	12.6%
Hispanic	9.0	22.7%	25.0%	30.1%
White	28.7	72.3%	67.1%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	2.0	5.0%	25.6%	24.5%
Females	37.7	95.0%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	2.5%	4.4%	2.5%
Bachelors	27.8	70.1%	75.2%	71.7%
Masters	10.9	27.4%	19.5%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	4.9%	10.2%	8.7%
1-5 Years Experience	7.9	19.9%	31.8%	27.4%
6-10 Years Experience	12.0	30.2%	20.2%	20.2%
11-20 Years Experience	12.9	32.5%	23.3%	27.1%
21-30 Years Experience	5.0	12.6%	11.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.6%	3.0%
Number of Students per Teacher	13.8	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.3	6.0
Average Years Experience of Principals with District	1.0	2.2	5.1
Average Years Experience of Assistant Principals	3.0	5.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.4	4.3
Average Years Experience of Teachers	10.8	9.8	11.1
Average Years Experience of Teachers with District	4.0	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$43,690	$47,810	$54,272
1-5 Years Experience	$53,573	$53,000	$58,185
6-10 Years Experience	$58,192	$58,355	$61,494
11-20 Years Experience	$65,337	$65,755	$65,219
21-30 Years Experience	$61,982	$70,880	$69,723
Over 30 Years Experience	-	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,367	$59,192	$62,474
Professional Support	$62,126	$66,272	$73,783
Campus Administration (School Leadership)	$74,378	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	6.3%	5.5%
Compensatory Education	0.0	0.0%	1.0%	3.1%
Gifted and Talented Education	0.0	0.0%	1.8%	1.6%
Regular Education	37.2	93.7%	79.7%	69.8%
Special Education	2.5	6.3%	10.3%	10.3%
Other	0.0	0.0%	0.9%	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.)

Naomi Pasemann Elementary

GOALS AND OBJECTIVES

Taylor Independent School District

Naomi Pasemann Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Taylor ISD Mission

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

Vision

Taylor ISD Vision

Intentionally Empowering the Whole Child

Other

NPE Promise

I promise to…...

N – NURTURE RESPONSIBILITY

P – PRACTICE RESPECT

E – ENSURE SAFETY

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4

Demographics 5
Student Learning 6
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: Excellence in student outcomes 12
Goal 2: Exceptional workplace climate 20
Goal 3: Quality customer service 24
Goal 4: Efficient financial stewardship service 27
Goal 5: Safety in schools 28
Policies, Procedures, and Requirements 29

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

This is year 1 of being a 1st - 5th grade campus. We were in need of establishing expectations, processes, and relationships. We are fine tuning our PLC process to better prepare our teachers for our students.

5th grade math - 47

5th grade science - 41

4th grade math - 59

3rd grade math - 57

New TEKS for science have come out so we have planned appropriate professional development.

Math is weak across grades so we have planned appropriate professional development.

Demographics

Demographics Summary

Naomi Pasemann Elementary is 1st - 5th grades with an enrollment of 562 students. The diverse student population is made up of 7.6% African American, 63% Hispanic, 24% White, 3.7% 2 races or more, .18% Asian, 1.8% Pacific Islanders and .18% Alaskan Native or American Indian.

61% of the student population is identified as economically disadvantaged, 20% as Emergent Bilingual, 19% as special education, and 7.8% as gifted and talented.

The beginning of the year coding process for English Learners and Economically Disadvantaged students is not complete yet.

Naomi Pasemann Elementary qualifies as a school wide Title 1 campus. Title 1 funds, as well as other federal and state funds are supplemental to other funds available to Naomi Pasemann Elementary.

Demographics Strengths

Naomi Pasemann Elementary provides instruction for 1st - 5th graders totaling ------ students. Naomi Pasemann Elementary provides free and/or reduced lunches to students who qualify. Naomi Pasemann Elementary has a Flight School program which is structured and intentional academic support and enrichment program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students attending Naomi Pasemann Elementary are demonstrating academic deficits.
Root Cause: Not enough students are utilizing the Flight School program.

Student Learning

Student Learning Summary

Naomi Pasemann Elementary is in the process of completing the beginning of the year assessments using mClass for grades 1st - 2nd and Renassaince for grades 1st - 5th. Data indicates NPE needs to establish a strong tier 1 instruction along with small group and specialized instruction to meet the needs of our students.

Student Learning Strengths

Naomi Pasemann Elementary students are showing signs of growth in the classroom since teachers have established WIN groups and small groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tier 1 instruction needs to be stregnethened.
Root Cause: Accountability and consistent walkthroughs with feedback needed to strengthen tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Naomi Pasemann Elementary uses the district required curriculum along with TEKs resource system. Teachers provide small group instruction for both reading and math.

Assessments are doing using mClass and Renaissance.

Admin along with teaching and learning team conducts walkthroughs and provide feedback to improve instruction.

Professional Learning Communities meet weekly to prepare high quality lessons and use data to drive instruction.

School Processes & Programs Strengths

Naomi Pasemann Elementary is a part of the Texas Instructional Leadership program. Professional development on unpacking standards to create rigorous lesson plans took place. Teachers are submitting plans that reviewed and tweaked to support our students.

PLC's meet weekly prepare and drive instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting.
Root Cause: Lack of training in the PLC process and a continuation of old practices.

Perceptions

Perceptions Summary

We believe a positive work environment helps motivate teachers to strive for improvement.

A positive culture is created through support for staff by the administration. Frequent celebrations (weekly shout outs), tokens of appreciation (soft drinks from Sonic and PTO support with weekly treats), positive attitudes, and an open door policy help foster this environment.

Perceptions Strengths

Naomi Pasemann Elementary has hired exceptional teachers and has already seen improvements with procedures and classroom instruction.

Teachers are willing to open up classrooms to support other teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to build more teacher leaders and tap into the experts we have on campus.
Root Cause: Teachers hesitate to share their knowledge with others and step outside their comfort zone.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Excellence in student outcomes

Performance Objective 1: Increase performance in the meet grade level for 3rd grade and 4th STAAR reading by at least 20%.

Evaluation Data Sources: STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continuing on going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the literacy framework in the reading block with fidelity. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Put a PLC process in place where the 4 essential questions are answered leading to teacher clarity and common formative unit assessments are designed. **Strategy's Expected Result/Impact:** Improved student achievement **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Improve tier 1 instruction through the use of common and formative assessments and assessing that data to identify areas of reteach/small groups. **Strategy's Expected Result/Impact:** Closing academic gaps **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teachers will use strategies from Lead4ward and Backwards Design trainings to implement into their daily lessons. **Strategy's Expected Result/Impact:** Increase critical thinking skills **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	→

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

Goal 1: Excellence in student outcomes

Performance Objective 2: Increase performance in the meet grade level for 3rd grade and 4th STAAR math by at least 20%.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use strategies from Lead4ward and Backwards Design trainings to implement into their daily lessons. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will have a dedicated WIN time to provide intervention. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Math teachers will follow a specified math block focusing on fluency, spiral review, problem of the day, concrete instruction, application with aggressive. monitoring and guided math. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Admin and content specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	100%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes

Performance Objective 3: Increase the number of 1st and 2nd grade students on grade level for Renaissance reading .....

Evaluation Data Sources: Renaissance

Summative Evaluation: Met Objective

Next Year's Recommendation: Admin/IC wil actively monitor teacher activities and lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1st and 2nd grade teachers will receive Fundations training to help improve phonics instruction. **Strategy's Expected Result/Impact:** Increase student reading abilities **Staff Responsible for Monitoring:** Teachers, content specialists, and Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes

Performance Objective 4: Provide phonics support with fidelity using secret stories.

Evaluation Data Sources: Mclass

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Classroom teachers will implement secret stories with fidelity. **Strategy's Expected Result/Impact:** Classroom teachers will increase students' basic understanding of words/ sentences. **Staff Responsible for Monitoring:** Classroom teachers	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes

Performance Objective 5: Use methods and instructional strategies that strengthen the academic program in the school using flashcards and composition notebooks to support academic growth.

Evaluation Data Sources: Flashcards, composition notebooks,

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Contiue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Classroom teachers will strengthen the academic performance using flashcards for automaticity and composition notebooks for writing. **Strategy's Expected Result/Impact:** Classroom teachers will work to close some gaps with this support. **Staff Responsible for Monitoring:** Classroom teachers	100%	100%	100%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in student outcomes

Performance Objective 6: Using Lonestar Learning for math and ELAR to strengthen instructional strategies, increase academic awareness, and improve math and reading fluency.

High Priority

Evaluation Data Sources: Data reports from Lonestar Learning

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Classroom teachers will provide additional intervention using Lonestar Learning for Math/ELAR. **Strategy's Expected Result/Impact:** Classroom teacher use with fidelity to increase student knowledge. **Staff Responsible for Monitoring:** Classroom teacher	100%	100%	100%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Exceptional workplace climate

Performance Objective 1: To increase NPE's retention rate of highly qualified teachers.

Evaluation Data Sources: End of year data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development to support and retain staff as well as creating a strong campus culture. **Strategy's Expected Result/Impact:** End of year data **Staff Responsible for Monitoring:** Admin and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administration will provide meetings to support new hires on campus. **Strategy's Expected Result/Impact:** Increase self-confidence, encourage/support growth and teacher retention **Staff Responsible for Monitoring:** Admin and campus mentors - district support **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: NPE will recognize staff throughout the year. **Strategy's Expected Result/Impact:** Increase teacher retention and improve team/campus culture. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Exceptional workplace climate

Performance Objective 2: To increase NPE's retention rate of highly qualified teachers.

Evaluation Data Sources: End of year data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue ongoing work

Goal 2: Exceptional workplace climate

Performance Objective 3: Hire highly qualified staff

Goal 3: Quality customer service

Performance Objective 1: Annually increase the percentage of staff satisfaction.

Evaluation Data Sources: District survey data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Allow an open door/safe zone for staff to voice concerns and provide support to improve the workplace. **Strategy's Expected Result/Impact:** End of year data **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality customer service

Performance Objective 2: Increase opportunities to engage parents and families in the school to promote academic success.

Evaluation Data Sources: Parent sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: NPE will provide parent engagement nights. **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Admin and PFE committee **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Quality customer service

Performance Objective 3: Annually increase the percentage of student satisfaction with school experiences.

Evaluation Data Sources: Student survey results
Meeting with students

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will conduct student surveys for 4th and 5th graders. **Strategy's Expected Result/Impact:** Campus survey data **Staff Responsible for Monitoring:** Teachers and Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	100%	100%	100%	→

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

Goal 4: Efficient financial stewardship service

Performance Objective 1: Maintain a balanced budget

Evaluation Data Sources: Budget reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Admin will meet monthly with the secretary to review budget. **Strategy's Expected Result/Impact:** Maintain a balanced budget. **Staff Responsible for Monitoring:** Admin and secretary	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategic planning to purchase items to support student growth. **Strategy's Expected Result/Impact:** Increase student moral **Staff Responsible for Monitoring:** Teachers, Admin, and secretary	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety in schools

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Evaluation Data Sources: Documentation, meeting agendas, and drill schedules.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Contiue ongoing work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: NPE will conduct required safety drills. **Strategy's Expected Result/Impact:** Documentation on drills, weekly door checks, and campus logs **Staff Responsible for Monitoring:** Teachers, admin, and campus staff	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: NPE will create a safety team and meet at least 4 times within the year to evaluate safety measures. **Strategy's Expected Result/Impact:** Documentation of meetings **Staff Responsible for Monitoring:** Admin and safety team	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

T.H. Johnson Elementary

CAMPUS REPORT

2023-24 Texas Academic Performance Report (TAPR)

District Name: TAYLOR ISD

Campus Name: TH JOHNSON EL

Campus Number: 246911107

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.2%	**91.5%**	90.0%	91.5%	91.9%	-	*	-	89.5%	92.6%	91.1%	93.0%
2021-22	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Chronic Absenteeism													
2022-23	20.3%	22.2%	**36.0%**	52.6%	36.1%	31.5%	-	*	-	28.6%	30.3%	39.4%	29.4%
2021-22	25.7%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	4.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	241	377,367
By Ethnicity:				
African American	-	-	21	46,822
Hispanic	-	-	142	197,333
White	-	-	70	103,009
American Indian	-	-	2	1,181
Asian	-	-	2	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	34	49,278
Foundation H.S. Program (Endorsement)	-	-	6	16,475
Foundation H.S. Program (DLA)	-	-	201	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	17	34,589
Economically Disadvantaged Graduates	-	-	124	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	24	50,229
At-Risk Graduates	-	-	94	168,430
CTE Completers	-	-	80	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**360**	**100.0%**	**3,028**	**5,517,464**	**363**	**100.0%**	**3,063**	**5,531,236**
Students by Grade								
Early Childhood Education	5	1.4%	0.2%	0.3%	7	1.9%	0.2%	0.5%
Pre-Kindergarten	163	45.3%	5.4%	4.5%	163	44.9%	5.3%	4.5%
Pre-Kindergarten: 3-year Old	32	8.9%	1.1%	0.8%	32	8.8%	1.0%	0.8%
Pre-Kindergarten: 4-year Old	131	36.4%	4.3%	3.7%	131	36.1%	4.3%	3.7%
Kindergarten	192	53.3%	6.3%	6.5%	193	53.2%	6.3%	6.5%
Ethnic Distribution								
African American	26	7.2%	8.0%	12.8%	26	7.2%	7.9%	12.8%
Hispanic	258	71.7%	63.8%	53.2%	258	71.1%	64.0%	53.2%
White	70	19.4%	24.3%	25.0%	73	20.1%	24.2%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.7%	5.4%	0	0.0%	0.7%	5.4%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	6	1.7%	2.8%	3.1%	6	1.7%	2.8%	3.1%
Sex								
Female	184	51.1%	49.4%	48.9%	185	51.0%	49.3%	48.8%
Male	176	48.9%	50.6%	51.1%	178	49.0%	50.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	260	72.2%	67.4%	62.3%	260	71.6%	67.0%	62.2%
Non-Educationally Disadvantaged	100	27.8%	32.6%	37.7%	103	28.4%	33.0%	37.8%
Section 504 Students	2	0.6%	7.9%	7.2%	2	0.6%	7.9%	7.2%
EB Students/EL	70	19.4%	19.3%	24.4%	70	19.3%	19.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	3.9%	1.9%				
Students w/ Dyslexia	0	0.0%	7.8%	6.0%	0	0.0%	7.7%	6.0%
Foster Care	1	0.3%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Homeless	12	3.3%	2.4%	1.4%	12	3.3%	2.4%	1.4%
Immigrant	0	0.0%	0.3%	2.9%	0	0.0%	0.3%	2.9%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	360	100.0%	99.9%	65.7%	363	100.0%	99.9%	65.7%
Military Connected	2	0.6%	0.1%	3.9%	2	0.6%	0.1%	3.9%
At-Risk	84	23.3%	58.1%	53.2%	84	23.1%	58.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	70	19.4%	19.2%	24.5%	70	19.3%	19.1%	24.4%
Career and Technical Education	0	0.0%	25.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	74.9%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.6%	8.5%	0	0.0%	6.6%	8.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	43	11.9%	16.5%	13.9%	46	12.7%	16.8%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**43**							
Students with Intellectual Disabilities	0	0.0%	53.0%	45.7%				
Students with Physical Disabilities	30	69.8%	25.4%	18.9%				
Students with Autism	*	*	8.6%	16.2%				
Students with Behavioral Disabilities	*	*	11.8%	17.6%				
Students with Non-Categorical Early Childhood	6	14.0%	1.2%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**29**	**13.4%**	**9.6%**	**16.1%**				
African American	9	4.1%	1.3%	3.4%				
Hispanic	10	4.6%	5.7%	8.5%				
White	10	4.6%	1.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.4%	0.5%				
Special Ed Students who are Mobile	2	6.1%	10.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	3.9%	5.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	15	10.0%	9.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**23**	**13.5%**	**26.4%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	3.7%	3.7%	1.3%	0.0%	0.0%	3.9%
Grade 1	3.5%	3.5%	2.1%	0.0%	0.0%	3.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.4	20.4	18.4

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**42.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	25.0	59.5%	63.6%	63.9%
Teachers	23.0	54.8%	48.4%	48.3%
Professional Support	1.0	2.4%	11.7%	11.1%
Campus Administration (School Leadership)	1.0	2.4%	2.0%	3.3%
Educational Aides	17.0	40.5%	11.9%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	3.0	651.0
Full-time Counselors	1.0	n/a	9.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**22.0**	**52.4%**	**43.1%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	6.7%	12.6%
Hispanic	9.0	39.1%	25.0%	30.1%
White	14.0	60.9%	67.1%	53.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	1.0	4.3%	25.6%	24.5%
Females	22.0	95.7%	74.4%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	4.3%	4.4%	2.5%
Bachelors	22.0	95.7%	75.2%	71.7%
Masters	0.0	0.0%	19.5%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	10.2%	8.7%
1-5 Years Experience	12.0	52.2%	31.8%	27.4%
6-10 Years Experience	4.0	17.4%	20.2%	20.2%
11-20 Years Experience	5.0	21.7%	23.3%	27.1%
21-30 Years Experience	2.0	8.7%	11.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.6%	3.0%
Number of Students per Teacher	15.7	n/a	13.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.3	6.0
Average Years Experience of Principals with District	3.0	2.2	5.1
Average Years Experience of Assistant Principals	0.0	5.3	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	8.6	9.8	11.1
Average Years Experience of Teachers with District	6.1	4.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$47,810	$54,272
1-5 Years Experience	$53,715	$53,000	$58,185
6-10 Years Experience	$58,711	$58,355	$61,494
11-20 Years Experience	$63,860	$65,755	$65,219
21-30 Years Experience	$70,465	$70,880	$69,723
Over 30 Years Experience	-	$74,457	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$58,246	$59,192	$62,474
Professional Support	$66,981	$66,272	$73,783
Campus Administration (School Leadership)	$91,187	$84,891	$86,738
Instructional Staff Percent	n/a	65.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.0%
Career and Technical Education	0.0	0.0%	6.3%	5.5%
Compensatory Education	0.0	0.0%	1.0%	3.1%
Gifted and Talented Education	0.0	0.0%	1.8%	1.6%
Regular Education	22.3	96.9%	79.7%	69.8%
Special Education	0.7	3.1%	10.3%	10.3%
Other	0.0	0.0%	0.9%	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.)

T.H. Johnson Elementary

GOALS AND OBJECTIVES

Taylor Independent School District

T.H. Johnson Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Taylor ISD Mission

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

Vision

Intentionally Empowering the Whole Child

Value Statement

In Taylor ISD, We Believe...

....EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

....families are partners who will be informed and supported in the educational process to help students discover their unique potential.

....our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

....our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

....the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

....the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 7
- Curriculum, Instruction, and Assessment 8

Parent and Community Engagement 9
School Context and Organization 10
Technology 11
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 13
Goals 14
Goal 1: Excellence in student outcomes. 14
Goal 2: Exceptional workplace climate. 23
Goal 3: Quality customer service. 26
Goal 4: Efficient financial stewardship. 30
Goal 5: Safety in schools. 31
Title I Personnel 32
Campus Education Improvement Committee 33
Campus Funding Summary 34
Policies, Procedures, and Requirements 35

Comprehensive Needs Assessment

Demographics

Demographics Summary

T.H. Johnson Elementary has a total enrollment of 298 students. The school is a Pre-Kindergarten and Kindergarten campus, with a student population consisting of: 0% Asian, 7% African American, 70% Hispanic, 20% Anglo, 0% American Indian or Alaska Native, and 2% Two or More Races. 84% of the student population is in regular education and 7.45% currently qualify for Special Education services. 0% of the school population is migrant students. The beginning of the year coding process for English Learners and Economically Disadvantaged students is not complete yet. T.H. Johnson Elementary qualifies as a school wide Title 1 campus. Title 1 funds, as well as all other federal and state funds are supplemental to other funds available to T.H. Johnson Elementary.

Demographics Strengths

T.H. Johnson provides Pre-Kindergarten for 4-year old's to 130 students. In addition to providing free Pre-K for those who qualify, we also offer tuition-based Pre-K.

We also provide Pre-Kindergarten for 3-year old's to 31 students in half-day sessions and have 184 Kindergarteners enrolled.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students attending Pre-K has remained lower than pre-Covid enrollment.
Root Cause: On-going concerns over Covid.

Student Achievement

Student Achievement Summary

EOY Kindergarten mClass data shows 36% of our students well below benchmark, 15% slightly below, 32% at, and 17% above benchmark in foundational reading skills. EOY 1st grade mClass data shows 54% of our students below benchmark and 46% at or above benchmark in foundational reading skills.

EOY 1st grade Renaissance data shows 53% of our students either well or slightly below benchmark and 47% at or above benchmark in reading comprehension skills.

*Note: See attached graphics in Addendum.

Student Achievement Strengths

As we've continued to implement the mClass assessment and increase the frequency of the Renaissance assessment, our ability to implement these assessments with fidelity has improved.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading and math assessment data did not show adequate levels of student performance gains.
Root Cause: Curriculum and standard alignment is needed at all levels. Teachers must unpack standards and design learning beginning with the end standard/goal in mind.

School Culture and Climate

School Culture and Climate Summary

T.H. Johnson Elementary strives to create a positive school culture for all stakeholders. At THJ, we are working hard to be positive, forward-thinking, and growth-mindset oriented. Our Campus Leadership Team is the key decision-making body at our school. Gathering input from all stakeholders, our Campus Leadership team both forges the vision of the campus and provides coaching and support to staff members as we work to continuously build capacity and strengthen our campus climate and culture.

School Culture and Climate Strengths

At THJ, there is a focus on the social-emotional needs of our students. We are working to implement the Second Step curriculum which empowers students and teachers with practical tools to show growth socially and emotionally The intent is to understand how internal emotional states dictate behavior and to build connections by creating a culture of compassion within the School Family -- both school-wide and in each classroom. Students hear common language related to positive behavior and expectations. Additionally, training to begin the Seven Habits of Happy Kids, Seven Covey framework is set for January.

With the help of the Positive Behavior Intervention and Support (PBIS) Committee, both school-wide and classroom systems are designed and modeled and teacher and student needs are met.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Opportunities for teacher input into school-wide systems has been somewhat limited
Root Cause: Lack of representation of team priorities in Campus Leadership Team and Campus Educational Improvement Council.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

T.H. Johnson Elementary strives to create a campus culture that encourages teacher retention by providing supports for all teachers.

Staff Quality, Recruitment, and Retention Strengths

Teachers work together in small groups and as a team to plan engaging lessons and collaborate about best practices.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: THJ needs to develop campus instructional leaders with clear roles and responsibilities.
Root Cause: Much of the staff at tTHJ are Early Childhood experts in their specific area of responsibility. Organizing opportunities for leadership and defining roles and responsibilities within grade levels needs to be provided.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

T.H. Johnson provides a guaranteed and viable curriculum through the Pre-K Guidelines and the Kindergarten TEKS Resource System.

Pre-K classes maintain a 10:1 ratio. Kinder classes are kept at 22:1 or lower.

Teachers use data from common assessments and formative assessments to drive instruction and determine interventions.

Teachers meet weekly in planning pods and as a team to create engaging lessons. Teachers also meet weekly in PLC to collaborate on interventions and best practices.

Pre-K teachers utilize the CLI Engage CIRCLE assessment/universal screener. Kindergarten utilizes mCLASS Texas for Reading (at BOY, MOY, and EOY) and Renaissance Star 360 for Math (at EOY) as an assessment tool and universal screener.

Curriculum, Instruction, and Assessment Strengths

The assessment and intervention process is becoming more streamlined this year as a result of shifting to these assessments/universal screeners and implementing them over time. Teachers are able to access and utilize actionable data to make instructional decisions for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need the data, time, and opportunity to plan for and implement data-driven instruction.
Root Cause: PLC time needs to be focused on planning and implementing data-driven instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

TH Johnson provides many opportunities throughout the school year for parents to be involved with their child at the school (Meet the Teacher, Classroom 101, Reading Night, Math/Science Night, Christmas Around the World, Grandparents Day, Career Day, Field Day, Thanksgiving Lunch, awards ceremonies, classroom events, data meetings, and more).

Parents are encouraged to volunteer in the classrooms and with events on campus. Students take books home to read nightly with their parents. The counselor sends home weekly newsletters with activities for parents to do with their child.

The Parent Teacher Organization is active and organizes a variety of events for families throughout the school year (for example: a Bubble run, dances, movie nights, and game nights).

Parent and Community Engagement Strengths

T.H. Johnson provides many opportunities for parents to be involved with their child both at school and home.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is limited.
Root Cause: Many parents only have students at THJ for 1-2 years because of campus structure.

School Context and Organization

School Context and Organization Summary

T.H. Johnson is the Pre-K and Kindergarten campus for Taylor ISD serving all 3, 4, 5, and 6 year olds for the district. As the early-childhood campus for the district, we can provide targeted professional development for teachers focusing on best practices for young learners.

School Context and Organization Strengths

The interventionist at T.H. Johnson is a veteran early-childhood educator who is able to provide quality Tier 3 instruction to students in Kindergarten. Additionally, Head Start CDA training for IA's will provide an opportunity to increase instructional effectiveness in all of our IA's.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Transitions between elementary schools can create obstacles for students and interruptions in services and learning.
Root Cause: There has historically been a lack of vertical alignment between the campuses.

Technology

Technology Summary

T.H. Johnson strives to provide a variety of learning opportunities for young students incorporating both hands-on learning and the use of technology.

Technology Strengths

Each classroom at THJ has either a Mimio (interactive whiteboard) or an Promethean Board, document camera, a class-set of iPads, CD players for audio books, and an Apple TV.

Problem Statements Identifying Technology Needs

Problem Statement 1: THJ lacks a high-quality, age-appropriate technology tool to deliver effective and engaging academic practice that is tailored to student needs.
Root Cause: While many programs of this nature abound, there are few which are high-quality and age-appropriate for the early childhood student.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

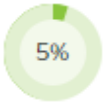
Goal 1: Excellence in student outcomes.

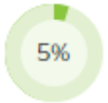
Performance Objective 1: Improve mClass and Renaissance reading scores in Kindergarten by improving Tier 1 literacy instruction in Kindergarten by implementing the Science of Teaching Reading strategies which will be accomplished by utilizing the TISD Literacy framework and TEKS Resource System in all Kindergarten and 1st grade classrooms. Improve Tier 1 literacy instruction in PreK by implementing with fidelity the Scholastic PreK On My Way curriculum.

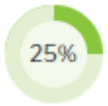
Evaluation Data Sources: EOY mCLASS and Renaissance data for Kinder and 1st grade
For Pre-K, utilize BOY mCLASS Texas data from Kinder to assess Kindergarten readiness

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: UFLI phonics training for all 1st grade, Kindergarten, and Pre-K teachers. **Strategy's Expected Result/Impact:** Increased reading scores on summative assessments **Staff Responsible for Monitoring:** Principal CLT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Science of Teaching Reading-based small group reading instruction training for all teachers **Strategy's Expected Result/Impact:** Improved reading scores on the mClass assessment in Kinder and 1st grade. **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Purchase and implement a quality materials and technology-based reading and math support programs that allow for differentiation for all students **Strategy's Expected Result/Impact:** Increased reading and math ability in Pre-K and Kindergarten **Staff Responsible for Monitoring:** Principal CLT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 282 ESSER III-American Rescue Plan				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 2: Continue to implement and improve the PLC process by conducting weekly Professional Learning Community (PLC) Meetings to track data, collaborate, and identify best practices for improving student learning.

Evaluation Data Sources: Pre-K Circle assessment
Kinder and 1st grade mCLASS Dibels data
Grade level CBA data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop collaborative grade level PLC teams at Pre-K and Kinder that meet weekly to discuss data, best practices for improved instruction, and plan for interventions. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Common Formative Assessments CBAs each 9 weeks Essential Standards data Campus Principal and CLT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	5%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Interventionist and Early Childhood Specialist will collaborate with teachers through the RTI process to provide strategic interventions for struggling students. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** RTI data Progress Monitoring Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 3: Implement targeted Tier 2 and Tier 3 intervention for all students.

Evaluation Data Sources: Pre-K Circle assessment
Kinder and 1st grade mCLASS Dibels data
Grade level CBA data

Summative Evaluation: Significant progress made toward meeting Objective

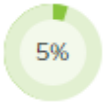
Next Year's Recommendation: Continue on-going work

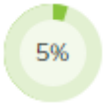
Goal 1: Excellence in student outcomes.

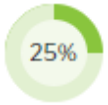
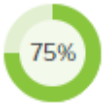
Performance Objective 4: Maintain requirements for a Highly Qualified Pre-K Program at T.H. Johnson Elementary

Evaluation Data Sources: Campus self-assessment

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TISD Instructional Coaches will provide individual and grade level professional development and coaching on the implementation of the Pre-K Guidelines and best instructional practices. **Strategy's Expected Result/Impact:** Teachers will improve their instructional practices which will result in higher student learning. **Staff Responsible for Monitoring:** Coaching records Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: T.H. Johnson will partner with Head Start to provide quality Pre-K. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Maintain 10:1 student:teacher ratio in Pre-K classes by adding an Instructional Aide in each class. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 5: Improve student attendance rate from 93 to 95%.

Evaluation Data Sources: Daily attendance data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Adjust to 93.5%

Goal 1: Excellence in student outcomes.

Performance Objective 6: Maintain partnership with Headstart.

Evaluation Data Sources: Ongoing MOU with Headstart.

Summative Evaluation: No progress made toward meeting Objective

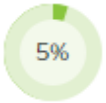
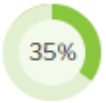
Next Year's Recommendation: Discontinue

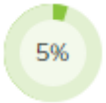
Goal 2: Exceptional workplace climate.

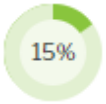
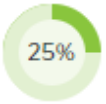
Performance Objective 1: Provide targeted professional development in order to support, develop, and retain staff.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: District Early Childhood Specialist and Early Childhood Consultant will provide professional development and coaching to teachers on campus. **Strategy's Expected Result/Impact:** Improved instruction which results in improved student learning. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Grade-level mentors will provide 1:1 mentoring for new-to-the profession and selected teachers. **Strategy's Expected Result/Impact:** Teachers will have the support they need to succeed in the classroom. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize a schedule of staff appreciation celebrations throughout the year to improve staff morale. **Strategy's Expected Result/Impact:** Improved staff morale. **Staff Responsible for Monitoring:** Campus Principal, CLT **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

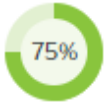
Goal 2: Exceptional workplace climate.

Performance Objective 2: Develop and implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Sources: Parent feedback/surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Fine Arts instruction (art and music instruction) for all students. **Strategy's Expected Result/Impact:** Increased student engagement. **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 282 ESSER III-American Rescue Plan				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality customer service.

Performance Objective 1: Provide differentiated opportunities to prepare students for a variety of future learning environments.

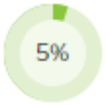
Evaluation Data Sources: Teacher lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide hands-on learning opportunities through classroom outdoor learning opportunities. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	50%	55%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will incorporate free-choice centers daily for 30-45 minutes to provide opportunities for social skill development, language development, academic practice, and intervention. **Strategy's Expected Result/Impact:** Increased student achievement and improved social skills **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	50%	75%	90%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Transition Plans for school entry, Pre-K to Kinder, and Kinder to 1st Grade. **Strategy's Expected Result/Impact:** Minimize transition effects on students **Staff Responsible for Monitoring:** Campus Principal Campus Leadership Team **Title I:** 2.4, 2.5, 2.6, 4.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Quality customer service.

Performance Objective 2: Increase opportunities to engage parents and families in the school to promote academic success.

Evaluation Data Sources: Calendar
Sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide volunteer opportunities for parents to be involved on campus. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 4.1	5%	45%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Plan literacy and STEM family engagement nights as well as Meet-the-Teacher, Parent Orientation, and PTO organized events (ie. Fall Fest and/or Bubble Run). **Strategy's Expected Result/Impact:** Increased parent engagement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	25%	60%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Quality customer service.

Performance Objective 3: Create an accessible, developmentally-appropriate learning environment for our early-childhood learners.

Evaluation Data Sources: Stakeholder Survey Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Goal 4: Efficient financial stewardship.

Performance Objective 1: Maintain a balanced budget.

Evaluation Data Sources: Budget review

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Goal 5: Safety in schools.

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue on-going work

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct annual/ongoing safety training with all staff **Strategy's Expected Result/Impact:** Safe and secure campus **Staff Responsible for Monitoring:** Campus Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct required drills: fire (building evacuation); lockdown; hold; lockout; shelter-in-place: severe weather, hazmat; and site evacuation. **Strategy's Expected Result/Impact:** Safe and secure campus **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Coordinate and collaborate with District and Campus Emergency Response team to evaluate safety practices.				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
John Matthews	Parent Services Coordinator		
Yolanda Watson	Bilingual Campus Parent Liaison		

Campus Education Improvement Committee

Committee Role	Name	Position
Parent	TBD TBD	Parent
District-level Professional	Lance Weidler	Support Operations Director
Community Representative	Stephanie Robles	Community Member
Classroom Teacher	Laura Sanchez	Teacher
Business Representative	Megan Klein	Business representative
Business Representative	TBD TBD	Business representative
Community Representative	Megan Martinez	Community Member
Parent	Jessica Gauna	Parent
Classroom Teacher	Leah Melton	Teacher
Classroom Teacher	Terri Day	Teacher
Classroom Teacher	Madison Reynolds	Teacher
Classroom Teacher	Renee Schneider	Counselor
Classroom Teacher	Felicia Robertson	Teacher
Administrator	Andy Basche	Principal

Campus Funding Summary

282 ESSER III-American Rescue Plan					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
2	2	1			$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023

REPORT ON VIOLENT AND CRIMINAL INCIDENTS
&
SCHOOL VIOLENCE PREVENTION/INTERVENTION PROGRAMS & RESOURCES

STUDENT PERFORMANCE IN POSTSECONDARY INSTITUTIONS

Taylor Independent School District
Summary - Violent or Criminal Incidents
Incident Dates August 10,2023 – May 23, 2024

TEC 39.306 requires that a district's Annual Performance Report include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA). To comply with this provision, this report gives the information reported in the PEIMS records with Taylor ISD.

A copy of the Taylor ISD Discipline Management Plan is available upon request from any campus principal. Additional information regarding school violence prevention and violence intervention policies and procedures may be obtained from the campus principal.

The Texas Prevention Impact Index (TPII) survey was administered in the fall of 2014 to all TISD students in grades 6-12. This survey was duplicated again in the fall of 2016. The summaries are available upon request from the TISD Director of Counseling. Longitudinal data from the past twenty years is also available upon request.

TAYLOR HIGH SCHOOL Violent or Criminal Incidents:

None

School Violence Prevention & Intervention Programs/Resources:

Achievement Program
Alternative Instructional Setting (TOC)
ASVAB Testing for Career Placement/Dropout Prevention (TOC)
Athletics & Clubs
At-Risk Counselor (TOC)
Attendance Review Committee with Interventions (TOC)
Behavior Contract (TOC)
Bullying Information Session for Incoming 9th Graders
Bully Counseling (TOC)
Character Ed/Behavior Management Classes (TOC)
Communities in School
Conflict Mediation, through school counselors (TOC)
Counseling (TOC)
Crisis Go
DAEP/JJAEP (TOC)
Dating Violence Awareness Activities and Support (TOC)
Drop-out Prevention (TOC)
Drug Dogs
Edgenuity
Freshman Seminar
Gay Straight Alliance Club (GSA)
High School Allocation for Dropout Prevention/College Readiness/College Days
Hope Alliance Crisis Center Counselor
In-School Suspension Counseling Intervention Assistance
Inspire Change Everywhere
Interact Club
Kindness Matters Campaign

Opportunity Center: Achievement Center & DAEP (TOC)
Parent/Community Liaison
Personal Graduation Plans - PGPs (TOC)
Positive Behavior Intervention Support
Prevention Intervention Team Meetings
Rapport with Williamson County Truancy Court (TOC)

Red Ribbon Week Activities
Restorative Discipline
School Resource Officer on Campus
School Social Worker through Grant – Family Services Counselor
Service-Learning Project?
Silver Cord
Social Worker(s) on campus
Student Life and FCA
Study Island (TOC)
Support Groups: Anger Management; Girls Issues; Communication, Relationships (TOC)
Superintendent Student Advisory Council
Teen Mom Support Group (TOC)
Texas Success Initiative Assessment - TSI
Tutoring Services before and afterschool

LEGACY EARLY COLLEGE HIGH SCHOOL Violent or Criminal Incidents:

None

School Violence Prevention & Intervention Programs/Resources:

ASVAB Testing for Career Placement/Dropout Prevention
At-Risk Counselor
Attendance Review Committee with Interventions
Behavior & Academic Contracts
Bullying Information Session for Incoming 9th Graders
Bully Counseling
Character Ed/Behavior Management Classes
Conflict Mediation, through school counselors
Counseling
DAEP/JJAEP
Dating Violence Awareness Activities and Support
Drop-out Prevention
Drug Dogs
Edgenuity

High School Allocation for Dropout Prevention/College Readiness/College Days
Hope Alliance Crisis Center Counselor
In-School Suspension Counseling Intervention Assistance
Junior Mentoring
Legacy Interventions
Opportunity Center: Achievement Center & DAEP
Parent/Community Liaison
Personal Graduation Plans (PGPs)
Positive Behavior Intervention Support
Prevention Intervention Team Meetings
Raptor
Rapport with Williamson County Truancy Court
Red Ribbon Week Activities
Restorative Discipline
Safety Plan – Drills, procedures, and law enforcement agency coordination
School Social Worker through Grant – Family Services Counselor
Senior Community Service/ Service Learning Program
Silver Cord
Social Worker(s) on campus weekly on Wednesdays
Temple College Student Life
Support Groups: Anger Management; Girls Issues; Communication, Relationships
Teen Mom Support Group
Tutoring Services
Xello- career counseling

TAYLOR MIDDLE SCHOOL Violent or Criminal Incidents:

Reason Code #12-Knife, as defined by TEC 37.007 1 incident

School Violence Prevention & Intervention Programs/Resources:

Athletic and extracurricular activities
Attendance Review Committee, with Interventions (TOC)
Behavior Contracts
Conflict Mediation (TOC)
Counseling, individual student planning (TOC)
Counselor Check in application available for all students via classlink
Counselor Class Lessons
Crime Stoppers
Crisis Intervention Plan (TOC)
Daily student check in by counselors and admin during scheduled lunches
Drug and Substance Abuse Counseling
Instructional coach interventions for student success
In-School Suspension
JJAEP (TOC)
Kindness Matters Week
Leadership Class
Mentoring Programs
Migrant Liaison & Groups (TOC)
Ongoing Support Groups (TOC)
Opportunity Center: Compliance Program (TOC)
Parent/Community Liaison
Parent Conferences with Teachers/Team (TOC)
Personal Graduation Plans (PGPs) – (TOC)
Positive Behavior Intervention Support Program
Prepare Re-Direction Program
Red Ribbon Week
Restorative Discipline
RtI Academic & Behavior Committees (TOC)
School Resource Officer on Campus
School Wide Student Motto
School Wide Expectations – Duck Day
Social Worker through Grant (TOC)
Student Council
Student support groups identified by needs assessments
TCADA Drug Survey Data administered Spring 2010 (TOC)
Tutorials provided daily by teachers both virtually and in person
Weekly team meetings to identify students that need extra support
Xello used to target student future aspirations

MAIN STREET INTERMEDIATE Violent or Criminal Incidents:

None

School Violence Prevention & Intervention Programs/Resources:

Anti-bullying sessions
Attendance Review Committee
Awards assemblies- grades, behavior and attendance
Behavior Contracts
Behavior plans- 504, Sped and Gen Ed
Behavior specialist/ Behavior Unit
Campus-wide on the 7 habits Weekly Focus
Campus-wide student jobs
Choir
Classroom Jobs
Classroom positive incentives
Communities in Schools
Counseling sessions (classroom, small groups and individual)
DAEP
Daily Behavior Report Cards
Junior Lighthouse Team
In School Suspension
Kindness Matters Week
Mentoring program
MTSS
New student counseling
Parent/community liaison
Parent involvement committee/programs
Positive Behavior Intervention Support Programs
Positive Referrals
Red Ribbon Week
Restorative Discipline Model
School wide expectations (3 B's)
School wide reward system (Duck Bucks)
Leader in Me
Sensory Room
Social Skills
Student Council
Surveys
Student Goal Setting
Threat Assessment team

NAOMI PASEMANN ELEMENTARY Violent or Criminal Incidents:

None

School Violence Prevention & Intervention Programs/Resources:

Anti Bullying sessions
ASCA standards implemented by School Counselor
Attendance review committee
Attendance incentives
Awards ceremonies-academics, behavior, attendance
Behavior charts
Campus wide character traits
Character Education Program taught through Classroom Guidance Lessons
Classroom Guidance Lessons specifically addressing bullying
Classroom Positive Incentives
Counseling sessions-classroom, small group and individual
Developmental guidance
Glee club
In-School Suspension
Individual Counseling
Intervention Services provided by a therapist from Impact Counseling
Kindness Matters Initiative
Librarian provides Leader in Me support for grades 1-5
New student mentor/counseling
Parent/Community Liaison
Parent/family engagement committee/activities
Pasemann Page Turners
Positive Behavior Support Program and Committee
Pride of Pasemann-student and teacher
Principal Advisory Committee
Principal lunch bunch
PTO-monthly activities
Red Ribbon Week
Response to Intervention/MTSS
Restorative discipline approach
Second step-SEL program
School social worker
School wide expectations
School wide positive support- dojo points, duck bucks, synergize
Small Group Counseling
Social skills
Staff Development Training, focusing on appropriate student management
Student council
Strong start
Temple College partnership
Threat Assessment team
Zen Zone – sensory room

TH JOHNSON ELEMENTARY Violent or Criminal Incidents:
None

School Violence Prevention & Intervention Programs/Resources:

Attendance Incentives

Anger Management Strategies

Behavior Plans – 504 and Special Ed. Accommodations
Campus-wide Leader in Me/7 Habits instruction
Classroom/small group/individual counseling sessions
Conscious Discipline practices

Duck Buck Store

Implementation of the Texas Model for Comprehensive School Counseling
Individual and Group Counseling
Mentoring program

Parent/Community Liaison

Positive Behavior Support Program
Positive Rewards

Prepare Curriculum

Red Ribbon Week

RTI team for behavior

School-Based Therapist

7 Habits curriculum taught through Classroom Guidance
Social Emotional Learning

Social Skills Lessons
Social Thinking Curriculum
Super Ducklings weekly awards
The Great Kindness Challenge

Zones of Regulation curriculum

Texas High School Graduates from FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	TAYLOR ISD								
	246911009	LEGACY EARLY COLLEGE H S							
		Four-Year Public University	20	3	2	2	6	7	0
		Two-Year Public Colleges	6	1	1	0	1	2	1
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	12						
		Total High School Graduates	40						
	246911001	TAYLOR H S							
		Four-Year Public University	29	3	6	4	7	7	2
		Two-Year Public Colleges	47	17	5	8	7	9	1
		Independent Colleges & Universities	2						
		Not Trackable	9						
		Not Found	115						
		Total High School Graduates	202						
	THRALL ISD								
	246912001	THRALL H S							
		Four-Year Public University	16	2	1	4	3	6	0
		Two-Year Public Colleges	12	1	4	4	0	2	1
		Independent Colleges & Universities	1						
		Not Trackable	8						
		Not Found	13						
		Total High School Graduates	50						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

DISTRICT ACCREDITATION STATUS

Texas Education Agency

2022-2023 Accreditation Statuses

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

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

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

Show 100 entries Search: Taylor

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
246911	TAYLOR ISD	13	A - Superior Achievement	C	ACCREDITED		

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

COMPREHENSIVE GLOSSARY
2023-2024
TEXAS ACADEMIC PERFORMANCE REPORT

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.