Gainesville Independent School District

District Improvement Plan

2023-2024

Mission Statement

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

Vision

Reaching every student every day to be learners and leaders.

Core Beliefs

Equity

We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve

Excellence

We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.

Diversity

We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do

Innovation

We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action

Partnership

We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families, and community.

Safe and Comfortable Environment

We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

(Please see TAPR Report for 2022-2023 in addendums for specific demographic information regarding testing, attendance, graduation, etc.)

Gainesville Independent School District is located on the northern border of Texas and Oklahoma. We are near a large city and remain a small town with the benefits that a close-knit community offers. Gainesville ISD includes one high school, one middle school, one intermediate school, two elementary schools, one head start campus. The school district community support and demands excellence in its educational programs. It is truly an educational community where citizens are highly engaged in education – especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas
- Texas Woman's University
- North Central Texas College

At the beginning of the 2022-2023 school year, GISD staff consisted of a little more than 500 employees which are teachers, administrators, and support staff committed to providing a high quality learning environment for the 3,096 students enrolled in the district.

The student body at Gainesville ISD is 64.83% economically disadvantaged and comes from a diverse background: 62% of students are Hispanic, 27% of students are Anglo, 5% are African-American, and 7% Other.

Additional demographics include:

66% At Risk

31% EB

12% Special Education

8% Bilingual

15% ESL

5% Gifted and Talented

72% Title 1

Demographics Strengths

Knowing how important the teacher is to student achievement, Gainesville ISD has worked to retain our teachers and continue to provide quality professional development. When our staff continues to learn and grow professionally, they are able to directly impact the positive success of students and their achievement in the classroom. Teachers in Gainesville ISD have an average of 11.1 years of experience and 7.2 of those years have been spent in Gainesville ISD. That means while they may have started elsewhere, Gainesville ISD has been able to recruit and keep our valued teachers to raise the level of experience for our students to have the absolute best.

Student Learning

Student Learning Summary

Gainesville ISD was rated as a B district in 2022 with a score of 84. Gainesville High School received a score of 82 and Gainesville Junior High received a score of 80. Chalmers and Gainesville Intermediate Schools must meet federal requirements from the USDE which mandates participation for two years of targeted improvement and did not receive a rating. Gainesville Intermediate and Chalmers Elementary are considered Comprehensive Support year 2 and have developed a TIP. Gainesville Junior High was identified as targeted support and is working on a locally developed plan.

Under Domain One, Student Achievement, the district grade is calculated on three areas, STAAR performance (40%), College, Career, and Military Readiness (40%), and Graduation Rate (20%). The overall score in this domain was 82. For STAAR performance in all subject areas, the percentage of the number of students who met Approaches Grade Level or above was 66%. The percentage of students at Meets Grade Level or Above was 36%, and the percentage of students who were at the Masters Grade Level standard was 14%. The STAAR Performance Score for this area was a score of 69 out of 100.

The district also received a Graduation Rate Score of 85. The state accepts the best percentage for either the Four, Five, or Six-Year Graduation rate. The Five-Year Graduation Rate of 95.4% was used to calculate the final part of Domain One along with the district's dropout rate of 0.1% as compared to the state level drop out rate of 2.4%.

Under Domain Two, School Progress, the district's score was determined using two measures: Academic Growth in Reading and Math and Relative Performance or how much progress students are making relative to similar districts. The final score based in Academic Growth for Reading and Math (65%), in Reading/ELA (70%), and Math (61%) was a 69. The final score of 89 was the Relative Performance Score. This score was based on Student Achievement (STAAR Performance and CCMR-55%) and how economically disadvantaged students (62.7%) are compared to schools with similar levels of student poverty.

Under Domain Three, Closing the Gap, CISD received an overall score of 73. The calculation of the score includes Grade-Level Performance (9%), Graduation Rate (60%), English Language Proficiency (0%), and CCMR (100%).

GISD utilizes formative and summative data to inform instruction and help make student plans. Curriculum-based assessments are created by teachers in teams to assess students on the taught curriculum at the end of the grading period. Teachers use this data to guide their instruction and create learning plans for students. The district utilizes "pink" and "blue" days to work through the student data, grow as professionals similar to professional learning communities, and plan for students. Summative assessment data in the form of AP testing and STAAR/EOC testing is utilized by teachers at the beginning of each grade from the previous year. Also, the district uses this data to help form classes to ensure students have the proper support needed. The district participates in a practice called Data Driven Instruction that provides a structured vehicle for looking at data, reviewing student progress, analyzing test questions and the level of rigor and complexity of test questions, and plan for reteach opportunities.

The district is committed to planning for students who require additional support due to their learning needs in special education, English Language Learning status, or gifted learning needs. Professional development in the areas of reading, writing, and math remains a top priority. Gainesville ISD continued to monitor student progress through classroom assessments and evaluations. Leadership development is also a focus as a means to support teachers in the classroom. The district leadership team met the summer of 2023 to determine instructional non-negotiables, campus goals, and "rocks". Campus leaders worked with teachers on these non-negotiables to increase consistency and alignment.

As a part of HB3, the legislature required all Kinder-grade 3 teachers and principals to participate in an 11-month Reading Academy. The district had the bulk of Bilingual teachers, general ed. teachers, and administrators participate in the cohorts. There are a few teachers who need to complete this starting in January or July to remain in compliance.

Student Learning Strengths

The district values the review of data, teachers knowing their individual students, and working with them on their individual goals. GISD has reserved days in the calendar specifically for this purpose in the form of Pink and Blue Days. Pink and Blue days allow teachers to review formative and summative data for their own classrooms as well as across teams during their PLCs. Teams use this data along with the scope and sequence to create the next formative assessment and to create lesson plans with one another. Campus administrators are responsible for working closely with each team to ensure growth is occurring and that student needs are being met.

Students at the elementary level demonstrated a great deal of growth from 2022-2023. This remains a goal to duplicate in the 23-24 school year.

The district is working with a school improvement grant to help us improve our overall instructional practices with a focus on alignment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to provide stronger Tier I instruction and research-based classroom interventions.   **Root Cause:** Tier 1 instruction needs more support, training, and monitoring for fidelity connected to district and state-aligned materials.

Problem Statement 2: The number of students identified as needing special education services almost exceeds the state average (13%) and continues to trend upward.   **Root Cause:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 3: Language development is not progressing at a rate high enough for students to reach exit level from the bilingual program or ESL program. This is reflected in TELPAS data.   **Root Cause:** More practice is needed in all areas of language development in listening, speaking, reading, and writing within routine classroom instruction. Increased needs for professional development in these areas are needed.

Problem Statement 4: 49% of teachers in Gainesville ISD have 5 or less years of experience versus 34.6% at the state level (source TAPR 2021-2022).   **Root Cause:** High turnover rate (GISD: 33.5% vs State: 17.7% (source TAPR 2021-2022).

District Processes & Programs

District Processes & Programs Summary

Gainesville ISD strives to recruit the best teachers, coaches, principals, and support staff to support our students in every avenue that is possible. Gainesville ISD has active partnerships with area universities to attract a diverse teaching force that will help meet the needs of our students. A challenge that remains in the district is the proximity to nearby, larger districts that have the capability to higher pay scales for teachers. Gainesville ISD competes with other area districts to retain high-quality teachers despite these challenges. The current staff retention rate is 67%. Current staff members were given a stipend when someone they recruited joined the Gainesville ISD.

During the 2022-23 school year and the beginning of the 2023-24 school year, the district provided training in the following areas:

ELL academic support and instructional strategies/SIOP

Special education behavior support

Special education accommodation training 504 and Title IX training

Mental Health training

Gifted and Talented-all areas

Reading Academies concluded

OnRamps training

STAAR redesign

Alignment meetings

Compliance Training (as required by the state) other offerings were made available through Region XI or other entities.

Curriculum and Instruction Processes - The Curriculum and Instruction Department has committed to improving instructional and leadership practices through a collective and collaborative focus on essential practices:

- implementing standards-based, aligned instruction through the Professional Learning Communities (PLC).
- unit planning process is guided by the district curriculum documents, common unit assessments, and the unit learning progression.
- monitoring and coaching the implementation of standards-based, aligned instruction with growth- focused, specific, and actionable feedback.
- teachers collaboratively craft success criteria and short-cycle formative assessments to guide, monitor, and track learning progress and to help students monitor their own progress toward the learning targets and success criteria.
- data analysis protocol, leaders and teachers use data from the common unit assessments to inform and improve individual and collective practice and to identify students who need additional time and support for learning.

Instructional Technology Program - In GISD, instruction drives technology through integrated modern learning environments which facilitate creativity, collaboration, support professional learning communities, share best practices, and integrate 21st-century skills into classroom practice. Our Instructional Technology Program enables students to learn in relevant, real-world contexts, allows equitable access to quality learning tools, technologies, and resources.

Teacher Support Programs - A mentoring program, New Teacher Academy, and an Aspiring Leaders Academy has been established for ongoing support and professional growth opportunities in order to develop and retain highly effective teachers, especially for our most at-risk students. Various Teacher Support Programs equip our teachers such as: research-based practices and strategies to develop and promote effective teaching for all students, every day and in every classroom. The New Teacher Induction Program, the Mentoring Program, ongoing professional development, and job-embedded PLCs.

Guidance and Counseling - The Guidance and Counseling Program provides positive support and resources Gainesville Independent School District. Each campus has a certified counselor to provide a guidance program for students and support the campus with additional assigned responsibilities. Currently counselors are providing individual, small groups, and classroom guidance services. Additional social emotional learning requires additional resources for classroom teacher and counselor to implement strategies related to mental health needs of teachers and students.

Accelerated Instruction - In the 2022-2023 school year, GISD implemented the requirement of HB 4545 which establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness STAAR. GISD created targeted instruction in areas for Math and Reading in grades 3, 5, and 8 along with all STAAR and EOC tested areas. To meet the needs of GISD students, the following practices have been established:

- Intervention block created during the school day to work on online programs for reading and math through interventions.
- Common unit assessment data to identify and cluster students needing tier 2 intervention during this intervention period.
- Elementary campuses are providing Accelerated Instruction throughout the course of the school day for students who did not test or failed last year's STAAR test. Teachers and interventionists to provide targeted, skills-based interventions in the smallest groups possible.

District Processes & Programs Strengths

- GISD has a variety of teacher support programs with a goal of developing and retaining effective teachers. The district-wide Professional Learning Communities provide the framework for professional growth, for instructional planning and adjustments, and for student-centered data analysis.
- GISD offers a variety of special programs and academic program opportunities.
- Superintendent Student Advisory Committee established at the high school campus to provide insight to the Superintendent from the student perspective.
- School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedures.

Perceptions

Perceptions Summary

Gainesville ISD (GISD) understands the importance of the role that students, parents, staff, and our community share in the success of our district. The district collects data through district and campus committees, planning teams and surveys to gauge community perceptions. Gainesville ISD is proactive in developing community engagement programs to help our stakeholders have a deeper understanding of our district. It is a priority of GISD to maintain transparency and open dialogue with students, parents, staff and community in order to gain valuable insight as well as share information between the district and our stakeholders.

Gainesville ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities athletics and fine arts, family nights at the elementary schools, college and career planning at secondary schools, various district committees, and open houses at all campuses. GISD encourages a community of leaders who collaborate, value the collective intelligence of each member, and focus on advancing student outcomes. Leadership development opportunities exist from central office and on campus as teachers take on roles of team leaders and committee chairpersons, which provide a supportive foundation for continuous improvement.

GISD strives to create a positive school culture for the purpose of establishing trust between district stakeholders. The environment of a school, or its culture, greatly effects teachers' day-to-day experiences in the profession and also has a significant impact on student achievement.

Surveys are conducted throughout the year to assess school culture and climate. The data from the surveys are utilized to assess positive aspects of culture which should be reinforced, as well as, negative and harmful aspects of culture which need to be addressed and changed.

Surveys conducted in 2022-2023 included:

- Employee Exit Survey
- Facility Surveys
- Parent and Community Surveys
- BrightBytes Technology Survey with input from Students, Teachers, and Parents

Perceptions Strengths

The district's strengths in this area pertain to soliciting feedback from various stakeholder groups and working on continual improvement. It is highlighted this year through the efforts being made related to students physical and emotional safety. Parents compliment the district on the communication outlets it uses to inform parents of activities, events, and issues taking place in the district.

Parents want to be involved and have a purpose in participation. The district seeks to expand learning opportunities for parents during the day so that parents will have the unique opportunity to learn skills of how to help their child and then practice with them while the trainer/teacher is available to assist and give feedback. Doing this will help support our students and hopefully build parent partners for a long time to come.

Teachers expressed feeling supported by their campus and district administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

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

Accountability Data

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

Student Data: Assessments

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

- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- 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
- 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
- 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
- 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

Goals

Goal 1: Priority 1: Academics

In GISD academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1: PreK-12 Grade Literacy - GISD will place an emphasis on literacy across all grade levels and content areas to help ensure that at least 70% of students are reading on or above grade level. (Year 1 70%, Year 2 85% and Year 3 95%)

High Priority

HB3 Goal

Evaluation Data Sources: Measures may include: PreK-EOY Kinder Readiness Assessment, % of students in K-2 Reading and Writing on grade level, 3-8 STAAR reading; passing level 4 & 7 STAAR writing, English EOC 1 &2 passing level Advanced Placement Course Performance (AP and Dual Credit).

Strategy 1 Details	Reviews			
Strategy 1: Campuses will evaluate prior year STAAR results according to data made available by the state. The Eduphoria software programs will be utilized in disaggregating data once STAAR results are made available and with curriculum based assessments. Grades PK-2 will use data from CLI, mClass, Renaissance, and Achieve 3000 for their baseline assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Implement a district/campus-wide calendar for administering, disaggregating and diagnostically utilizing TEKS Checks. Include teacher in assessment decisions and development. **Staff Responsible for Monitoring:** Curriculum Department, Campus Administrators, Teachers, Instructional Coaches				

Strategy 2 Details	Reviews			
Strategy 2: Campuses will hold data meetings after multiple forms of assessments are acquired to develop a Plan of Action for student academic improvement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators, All teachers				

Strategy 3 Details	Reviews			
Strategy 3: Implement Progress Monitoring strategies via Data Review Process. For each 6 week instructional period, teachers assess students using formative assessments. A more comprehensive assessent (CBA) is administered at the 6 weeks mark. This data is reviewed to guide instructional adjustments/interventions in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and academic growth for each student. Closing educational performance gaps. **Staff Responsible for Monitoring:** Campus Administrators, All teachers				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be trained in specific ESL strategies through PD during staff development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student achievement and academic growth	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, All teachers				

Strategy 5 Details	Reviews			
Strategy 5: Implements a Literacy program for 3rd-6th students grade levels to includes building fundamental reading, writing and speaking skills for effective communication and campus plans will incorporate basic literacy strategies and virtual learning strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved Literacy and Reading levels of students. **Staff Responsible for Monitoring:** Curriculum Department, Teachers, campus administrators, and Instructional Coaches				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will be trained in the workshop model with district level support. Teachers will focus on identifying math and literacy TEKS, reviewing data, research and choose best instructional practices to promote student learning, and reflect on instructional practice videos and student work collection.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher become more effective in their instructional practices which results in increased student achievement **Staff Responsible for Monitoring:** Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will be provided a 4-session workshop over guided reading. Sessions will cover: grouping/leveling students; leveled books and plans; assessing students, and literacy stations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher effectiveness and student outcomes by training on the components of guided reading instruction. **Staff Responsible for Monitoring:** Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I				

Goal 1: Priority 1: Academics
In GISD academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 2: By May 2024, 100% of students requiring additional support will be served under RTI program with progress documented into Eduphoria.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data, Response to Intervention data; Beginning/Middle/End of year district universal screener data.

Strategy 1 Details		Reviews			
Strategy 1: We will target Tier 1 Instruction through coaching and professional learning communities which are structured in a way that offer opportunities for teachers to practice these strategies. Instructional engagement		**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: The district RTI process will have campus leaders monitor student data to identify students in need of additional targeted support. These students will be served through Tier 2 and 3 services provided by classroom teachers and campus interventionist.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student learning for students show limited or no progress.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I					

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

Goal 1: Priority 1: Academics

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Performance Objective 3: Masters Grade Level Performance: GISD will increase student performance for each STAAR/EOC assessment by increasing the amount of students performing at the master's level by 10%.

High Priority

Evaluation Data Sources: STAAR (3-8) and End of Course Exams (Eng. 1&2; Algebra; Biology; US History)

Strategy 1 Details		Reviews			
Strategy 1: Students participate in an advisory period four days a week during school time for academic enrichment for literacy, mathematics and science for the following campuses: GIS, GJHS, and GHS		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement					
Staff Responsible for Monitoring: Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I					

Strategy 2 Details		Reviews			
Strategy 2: All staff will be GT trained to serve students that they can accelerate instruction for all students including students that are on or above grade level.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher effectiveness					
Staff Responsible for Monitoring: Teachers, Campus Admin, Instructional coaches, Coordinators, and Director of C & I					

Strategy 3 Details		Reviews			
Strategy 3: Utilize multiple and diverse measures, both quantitative and qualitative, to identify students for gifted services and programs K-12.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased identification of Gifted and Talented students. Increased growth for GT students.					
Staff Responsible for Monitoring: Advanced Academics Coordinator, classroom teachers, administrators.					

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

Goal 1: Priority 1: Academics

In GISD academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 4: District will support the social and emotional well-being and safety for all learners to remove barriers to academic and educational success.

   Evaluation Data Sources: CAPE Program Student Participation, Counselor Guidance Lessons, Character Strong Program Implementation.

Strategy 1 Details	Reviews			
Strategy 1: Continued implementation of Character Strong curriculum at all grade levels, with new trainings and SEL instructional support provided to classroom teachers.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved climate and a safe environment conducive for learning. Decreased behavior incidents **Staff Responsible for Monitoring:** Counselors, Administrators, Teachers				

Strategy 2 Details	Reviews			
Strategy 2: In partnership with Abigail's Arms ,the 5th, 9th, and 12th grade students will complete an age-appropriate, 8-10 week curriculum focused on healthy relationships. This will be extended to 7th grade when Abigail's Arms has available staff.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Guidance lessons provided by Abigail's Arms, a non-profit organization, Counselor sharing resources **Staff Responsible for Monitoring:** Intermediate and High School Counselors and Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide guidance counseling and individual/small group counseling to promote social/ emotional growth, the importance of maintaining good grades, school attendance, character development, and goal setting for the future.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Character education implementation along with PBIS/ CKH instruction will result in decreased discipline referrals by 10%. **Staff Responsible for Monitoring:** Principal, Counselor				

Strategy 4 Details		Reviews			

Strategy 4: Provide grief support to students when needed. Kelly Lamkin, Bereavement Coordinator for Home Hospice and SEL Counselor are working to begin a grief support group at high school.
 	
    Strategy's Expected Result/Impact: Increased awareness of mental health concerns, appropriate responses, reporting and follow-through
    Staff Responsible for Monitoring: SEL Counselor
		Formative			Summative

		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			

Strategy 5: Provide professional learning to staff which addresses social, emotional, and mental health including trauma informed care and prevention of sex trafficking, suicide, substance abuse, and bullying.
 	
    Strategy's Expected Result/Impact: Increased awareness of mental health concerns, appropriate responses, reporting, and follow-through
    Staff Responsible for Monitoring: Campus Counselor and SEL Counselor
		Formative			Summative

		Nov	Jan	Mar	June

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

Goal 1: Priority 1: Academics

In GISD academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 5: District will ensure that students are college and career ready.

Evaluation Data Sources: TSI data, ACT and SAT data, CTE data, NCTC dual credit data

Strategy 1 Details		Reviews			
Strategy 1: College Readiness Assessment Preparation: TSI/SAT/ACT preparation opportunities for students interested in dual credit. Provide Higher Education Professors for Dual Credit Classes.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved average TSI/SAT/ACT scores for each campus and the district. **Staff Responsible for Monitoring:** Campus Administrators, Counselors					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 2: Priority 2: Recruitment and Retention

Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1: By May 2024, 100% GISD teaching staff will have spent one year implementing PLC best practices, as demonstrated by the creation of campus level commitments, team norms, and artifacts demonstrating a focus on the four critical questions.

    Evaluation Data Sources: District/Campus professional learning plans; Eduphoria repository of trainings; PLC data

Strategy 1 Details	Reviews			

Strategy 1: Utilize Professional Learning Communities (PLC) to review data, strategically plan content and skills and design lesson plans incorporating best practices, strategies and TEKS Resource System Curriculum to address student needs for all students including SPED and EBs.
    Strategy's Expected Result/Impact: Structured support for instructional planning and implementation of the strategies. PLC's and district panning days.
    Staff Responsible for Monitoring: Content Coordinators, Instructional Coaches, Campus Administrators and Teachers
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: Data analysis of reading and math assessments to identify Title I Schoolwide campuses with the greatest need for expanded services. Development and implementation of extended services including but not limited to: common assessments, campus training on assessment administration, guided reading and guided math training, campus walk throughs, progress monitoring, kindergarten round ups and parent sessions.
    Strategy's Expected Result/Impact: Increased teacher performance and student achievement
    Staff Responsible for Monitoring: Curriculum Coordinators and Instructional Coaches
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: Teachers will be trained on instructional strategies/activities planning to cover 100% of the grade level TEKS and new curriculum through the PLC's, STEP, and additional campus/district support.
    Strategy's Expected Result/Impact: Increase teacher effectiveness
    Staff Responsible for Monitoring: Campus Administrators   Curriculum & Instruction
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: Teachers will continue to receive training in Solution Tree.
    Strategy's Expected Result/Impact: Increase teacher effectiveness ahd facilitation of PLCs
    Staff Responsible for Monitoring: Instructional Coaches, Coordinators, and C & I
	Formative			Summative

	Nov	Jan	Mar	June

Goal 2: Priority 2: Recruitment and Retention

Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 2: GISD will improve ongoing support for first year teachers in GISD with a goal of 95% or higher satisfaction rate on end-of -year survey.

    Evaluation Data Sources: Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.

Strategy 1 Details	Reviews			
Strategy 1: Create campus support/mentors to put procedures in place for 1) recruitment/advertising, 2) Support and coaching and 3) retention and leadership potential.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in Teacher Mobility from 16-20% to the state average of 11-12% or below. **Staff Responsible for Monitoring:** Curriculum Department	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches, Coordinators, and Campus Administrators will train new staff on Solution Tree.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness ahd facilitation of PLCs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches, Coordinators, and C & I				

Strategy 3 Details	Reviews			
Strategy 3: Lead teachers will be trained on the effective implementation of PLCs by Solution Tree in 2023-24.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase lead teacher, Campus Administration, and Instructional Coaches effectiveness ahd facilitation of PLCs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches, Coordinators, and C & I				

Strategy 4 Details	Reviews			
Strategy 4: All teachers with zero year experience will attend a year long New Teacher Academy meeting on a monthly basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness by focusing on teaching strategies, classroom management techniques, technnology, classroom culture. Agendas, Schedule, Sign in sheet, Teacher walkthrough and observations, T-TESS, Teacher retention, Student Grade Reports **Staff Responsible for Monitoring:** Asst. Supt. of HR	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: All teachers with zero year experience and teachers new to the district will be provided a teacher mentor and will meet on a monthly basis with their mentor.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness by focusing on teaching strategies, classroom management techniques, technology, and classroom culture. **Staff Responsible for Monitoring:** Campus Administrators and Asst. Supt. of HR				

Strategy 6 Details	Reviews			
Strategy 6: During the school year, teachers in the district will receive instructional coaching support by an instructional coach.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness by focusing on teaching strategies, classroom management techniques, technology, and classroom culture. **Staff Responsible for Monitoring:** Instructional Coaches, Coordinators, and C & I				

Strategy 7 Details	Reviews			
Strategy 7: Develop and implement district-wide school cultures informed by the district's values and beliefs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased survey percentage of students who agree/strongly agree with teacher relationship questions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of HR				

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

Goal 2: Priority 2: Recruitment and Retention
Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 3: GISD will recruit and retain a pool of educators and increase our hiring rate to 90% by the end of July.

    Evaluation Data Sources: Position Management in Ascender

Strategy 1 Details	Reviews			
Strategy 1: Encourage early teacher hire recommendations (Spring) to ensure the selection of new hires come from the best possible candidates.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in highly effective teachers Improved student achievement Improved student engagement **Staff Responsible for Monitoring:** Asst. Supt. of HR and Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Continue monitor and offer competitive salaries to retain high-quality staff and attract a large selection of new hires to ensure the best possible candidates.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in employee satisfaction Decrease in teacher turnover rate Improved employee attendance Enhanced recruitment of high-quality staff **Staff Responsible for Monitoring:** Asst. Supt. of HR				

Strategy 3 Details	Reviews			
Strategy 3: Recruit and retain highly qualified regular education, SPED, Bilingual, and ESL certified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher recruitment and retention	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration and HR Personnel				

Strategy 4 Details	Reviews			
Strategy 4: Offer free education for district employees 4 year old Pre-K children.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PEIMS Attendance, Climate Survey, Retention rate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Business & Finance, C & I				

Strategy 5 Details	Reviews			
Strategy 5: Publish, via the web, district recruiting materials and information that illustrates the benfits of employment with GISD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of applications received for certified teaching positions, Number of vacant positions filled via recruitment efforts **Staff Responsible for Monitoring:** Asst. Supt. of HR	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Continue to pay above state base for salaries.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher retention **Staff Responsible for Monitoring:** Superintendent and School Board Members	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Fund critical needs area stipends: Secondary Science and Math, Bilingual	**Formative**			**Summative**
Strategy's Expected Result/Impact: Supports teacher retention and recruitment **Staff Responsible for Monitoring:** Business/Finance, Superintendent, C&I	**Nov**	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Evaluate recruitment efforts at all university and job fairs currently being attended by the campus administrators and HR personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evaluate the rate of return of applicants who have applied and hired from job fair recruitment **Staff Responsible for Monitoring:** Asst. Supt. of HR and Director of Communications	**Nov**	**Jan**	**Mar**	**June**

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

Goal 2: Priority 2: Recruitment and Retention

Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 4: GISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 90%.

Evaluation Data Sources: Absence Management reports, feedback from students, teachers, administrators and guest educators.

Strategy 1 Details			Reviews		

Strategy 1: Provide a substitute survey form at the end of the instructional day. Gain feedback form from substitutes to improve retaining subs.
     Strategy's Expected Result/Impact: Improve subsitute job fill rate and substitute support.
     Staff Responsible for Monitoring: Campus Administration and HR Personnel
			Formative		**Summative**

			Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: Priority 2: Recruitment and Retention
Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 5: Calibrate with all campus administrators and teachers regarding the administrative and teacher appraisal system to ensure quality and accurate data in monitoring and evaluating administrator and teacher effectiveness.

Evaluation Data Sources: T-TESS rubric

Strategy 1 Details				Reviews			
Strategy 1: Implement Texas Principal Evaluation and Support System (T-PESS) as the new principal evaluation system.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase principal effectiveness **Staff Responsible for Monitoring:** Superintendent, Asst. Supt. of HR, and Executive Director of C & I				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				Reviews			
Strategy 2: Implement Texas Teacher Evaluation and Support System (T-TESS) as the new principal evaluation system.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness **Staff Responsible for Monitoring:** Campus Administrators				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished		→ Continue/Modify		✖ Discontinue		

Goal 3: Connectedness

Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1: Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

    Evaluation Data Sources: SAM documents from program activities, parental surveys, SBDM documents.

Strategy 1 Details				Reviews			

Strategy 1: The district will provide a variety of high interest meetings and workshops for parents throughout the year with the option to attend evening and weekend meetings either in person or virtually.
    Strategy's Expected Result/Impact: Increased parent involvement Increased culture and climate Increased student achievement
    Staff Responsible for Monitoring: Superintendent, Campus Administrators, SPED Director
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: The campus and district will continue to provide parent/community engagement events such as STEAM night, PTO meetings, Fiesta Night, movie nights, banquets, fine arts shows and concerts, community theater performances, etc. **Staff Responsible for Monitoring:** Campus administrators, Fine Arts Director				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: The campus and district will incorporate parent workshops and trainings into the parent/community engagement activities that are already highly attended.
    Strategy's Expected Result/Impact: Increased parent involvement
Increased culture and climate
Increased student achievement
    Staff Responsible for Monitoring: Superintendent, Campus Administrators, SPED Director
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Goal 3: Connectedness

Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 2: Foster 100% of district and campus quality communication between home, school and community.

    Evaluation Data Sources: SAM documents, End of Year program review; data from community events and surveys, district/campus call out reports.

Strategy 1 Details				Reviews			

Strategy 1: Teachers and campus/district admin will use SchoolStatus to communicate to parents/families regarding campus meetings, events, etc
    Strategy's Expected Result/Impact: Increase parent attendance in student-centered activities
    Staff Responsible for Monitoring: Communications
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			

Strategy 2: Use wide variety of communication channels to engage community including, social media, internet, printed materials, billboards, etc.
    Strategy's Expected Result/Impact: Families and the community will have multiple opportunities to be informed and engaged.
    Staff Responsible for Monitoring: Communications
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: Use analytic systems to track stakeholder engagement on all platforms and continuously adjust communication methods accordingly.
    Strategy's Expected Result/Impact: Effectively communicate with stakeholders
    Staff Responsible for Monitoring: Communications
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

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

Goal 3: Connectedness

Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 3: The Communications department will improve communication with all stakeholders by increasing the number of information pathways and parental and community outreach events.

    Evaluation Data Sources: End of year program review, data from school and community events.

Strategy 1 Details	Reviews			

Strategy 1: Utilize Parent Community Advisory Committee for regular feedback and collaboration on continuous improvement of stakeholder satisfaction.
    Strategy's Expected Result/Impact: Increase in parent involvement
Improved satisfaction survey data
Improved culture and climate
    Staff Responsible for Monitoring: Superintendent
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Increased recognition of the community support (financial contributions and donations), campus and district volunteers, and student mentors.
    Strategy's Expected Result/Impact: Increase in parent involvement Improved satisfaction survey data Improved culture and climate
    Staff Responsible for Monitoring: Superintendent
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Increased recognition of the community support (financial contributions and donations), campus and district volunteers, and student mentors.
    Strategy's Expected Result/Impact: Use variety of communication channels (website, social media, printed materials, etc.) and events to recognize partners.
    Staff Responsible for Monitoring: Director of Communications
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Use wide variety of communication channels to engage community including, social media, internet, printed materials, billboards, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Families and the community will have multiple opportunities to be informed and engaged. **Staff Responsible for Monitoring:** Director of Communications				

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

Goal 4: Equity

We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1: By May 2024, all students will have the opportunity to participate in transition activities to promote a positive variety of careers and connections between schools.

Evaluation Data Sources: Documentation of transition activities.

Strategy 1 Details		Reviews			
Strategy 1: Continue campus visits for transitional grades: Head Start to Edison, 1st grade to Chalmers, 4th grade to GIS, 6th grade to GJHS, and 8th grade GHS. **Strategy's Expected Result/Impact:** Students are prepared for the next campus and the transition is smooth for them **Staff Responsible for Monitoring:** Campus Principals		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 8th grade will reeive instruction on available HS endorsement fields and post high school careers from Texas Workforce Commission. **Strategy's Expected Result/Impact:** Student awareness of the opportunities that are available to them at GHS and beyond **Staff Responsible for Monitoring:** GJHS principal		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Each CTE program at the High School will present details and benefits for each of the pathways to students at GJHS. **Strategy's Expected Result/Impact:** Student awareness of the opportunities that are available to them at GHS and beyond **Staff Responsible for Monitoring:** GHS/GJHS principal		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Talent Search (TRIO) will employee two representatives that will work in conjunction with AVID and will guide students through the college process including completing the FASFA, college and scholarship applications and preparing students for the rigor of the college experience. **Strategy's Expected Result/Impact:** Increase in the number of students completing the necessary applications for college entrance. **Staff Responsible for Monitoring:** GHS Principal; AVID coordinator		**Formative**			**Summative**
		Nov	Jan	Mar	June

Goal 4: Equity

We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 2: Develop a budget that reflects equitable distribution of resources to campuses.

    Evaluation Data Sources: Documentation of per student allocations for each campus in local, state and federal funds.

Strategy 1 Details			Reviews		

Strategy 1: Review budget and expenditures throughout the year to maintain a budget that best meets the needs of the departments across the district.
    Strategy's Expected Result/Impact: Budget reflects equity and use of funds is maximized based on needs
    Staff Responsible for Monitoring: Director of Finance; Supt
			Formative		**Summative**

			Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 4: Equity

We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 3: Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

> **Evaluation Data Sources:** Manuals/Handbooks, Agendas, Sign In sheets, Meeting notes/minutes, Surveys, Timelines, Financial statements

Strategy 1 Details		Reviews			
Strategy 1: Establish clear processes and criteria for evaluating current initiatives to ensure efforts pursued align with the district's strategic plan.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 95% of staff will report that they understand how their work connects to GISD's mission, vision, and strategic plan **Staff Responsible for Monitoring:** Supt, Asst Supt					
Strategy 2 Details		Reviews			
Strategy 2: Establish clear processes and procedures for documenting and maintaining compliance for each state and federal grant program.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% compliance with state and federal grant requirements **Staff Responsible for Monitoring:** Director of Federal Programs; Director of Finance					
Strategy 3 Details		Reviews			
Strategy 3: Develop systems and approach to gathering leadership, staff, student, and community feedback in order to track progress against the strategic plan, on a regular basis.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of key indicators met in survey responses **Staff Responsible for Monitoring:** Supt, Asst Supt					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: GAINESVILLE ISD

District Number: 049901

2022 Accountability Rating: B

2022 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	77%	**55%**	53%	52%	57%	-	*	-	71%	22%	86%	55%	59%	53%	43%
	2021	67%	70%	**54%**	73%	45%	63%	-	*	-	55%	30%	*	55%	48%	51%	42%
At Meets Grade Level or Above	2022	51%	53%	**33%**	24%	27%	42%	-	*	-	47%	16%	29%	33%	31%	31%	19%
	2021	39%	41%	**26%**	64%	16%	34%	-	*	-	18%	20%	*	25%	32%	24%	15%
At Masters Grade Level	2022	30%	32%	**15%**	6%	10%	23%	-	*	-	29%	3%	29%	16%	12%	15%	7%
	2021	19%	21%	**10%**	27%	7%	12%	-	*	-	9%	15%	*	9%	16%	10%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**55%**	53%	48%	62%	-	*	-	76%	24%	86%	56%	51%	52%	47%
	2021	62%	64%	**52%**	36%	43%	64%	-	*	-	82%	45%	*	53%	52%	50%	44%
At Meets Grade Level or Above	2022	43%	44%	**24%**	12%	17%	30%	-	*	-	59%	14%	29%	25%	20%	20%	12%
	2021	31%	33%	**22%**	27%	15%	27%	-	*	-	36%	15%	*	23%	19%	17%	16%
At Masters Grade Level	2022	21%	22%	**10%**	6%	6%	14%	-	*	-	29%	5%	14%	11%	8%	8%	6%
	2021	14%	15%	**10%**	27%	6%	12%	-	*	-	9%	15%	*	10%	13%	8%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	78%	**59%**	64%	50%	71%	*	*	-	58%	25%	86%	58%	61%	53%	44%
	2021	63%	64%	**49%**	56%	50%	45%	*	*	-	40%	28%	40%	50%	44%	43%	51%
At Meets Grade Level or Above	2022	54%	56%	**34%**	27%	30%	40%	*	*	-	33%	18%	71%	35%	30%	28%	19%
	2021	36%	38%	**23%**	22%	21%	32%	*	*	-	0%	22%	0%	25%	19%	18%	21%
At Masters Grade Level	2022	28%	30%	**15%**	9%	13%	19%	*	*	-	8%	0%	29%	14%	15%	13%	12%
	2021	17%	19%	**12%**	0%	11%	17%	*	*	-	0%	22%	0%	12%	13%	9%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	**59%**	64%	53%	64%	*	*	-	83%	36%	86%	58%	64%	54%	49%
	2021	59%	61%	**58%**	44%	57%	64%	*	*	-	40%	44%	40%	62%	45%	57%	51%
At Meets Grade Level or Above	2022	43%	44%	**23%**	18%	19%	31%	*	*	-	25%	18%	14%	23%	24%	17%	10%
	2021	36%	38%	**34%**	22%	34%	36%	*	*	-	20%	39%	20%	35%	29%	31%	34%
At Masters Grade Level	2022	23%	24%	**12%**	9%	5%	21%	*	*	-	25%	4%	14%	10%	21%	7%	0%
	2021	21%	23%	**22%**	11%	22%	25%	*	*	-	20%	22%	0%	23%	18%	19%	23%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GAINESVILLE ISD (049901) - COOKE COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	82%	**61%**	50%	56%	73%	*	*	-	63%	29%	*	60%	65%	56%	52%
	2021	73%	74%	**66%**	36%	67%	64%	*	*	-	86%	37%	*	61%	83%	63%	66%
At Meets Grade Level or Above	2022	58%	59%	**32%**	17%	28%	44%	*	*	-	25%	13%	*	30%	40%	27%	30%
	2021	46%	48%	**33%**	18%	33%	36%	*	*	-	43%	16%	*	31%	44%	30%	30%
At Masters Grade Level	2022	36%	38%	**16%**	17%	13%	19%	*	*	-	25%	0%	*	12%	27%	10%	12%
	2021	30%	31%	**18%**	9%	17%	22%	*	*	-	14%	5%	*	17%	24%	16%	15%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	77%	**62%**	50%	59%	69%	*	*	-	63%	42%	*	62%	63%	56%	62%
	2021	70%	70%	**66%**	45%	63%	74%	*	*	-	57%	32%	*	63%	78%	61%	58%
At Meets Grade Level or Above	2022	48%	48%	**25%**	0%	26%	24%	*	*	-	38%	21%	*	25%	23%	23%	25%
	2021	44%	45%	**36%**	9%	32%	50%	*	*	-	29%	21%	*	34%	44%	30%	34%
At Masters Grade Level	2022	25%	24%	**7%**	0%	8%	6%	*	*	-	13%	0%	*	7%	6%	6%	12%
	2021	25%	26%	**20%**	0%	18%	31%	*	*	-	14%	11%	*	19%	24%	17%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	**55%**	60%	50%	65%	*	*	-	63%	39%	*	54%	59%	49%	53%
	2021	62%	64%	**65%**	45%	61%	75%	*	*	-	71%	44%	*	63%	76%	61%	55%
At Meets Grade Level or Above	2022	38%	40%	**27%**	20%	22%	35%	*	*	-	38%	26%	*	25%	33%	21%	17%
	2021	31%	33%	**34%**	9%	28%	47%	*	*	-	57%	22%	*	31%	46%	31%	20%
At Masters Grade Level	2022	18%	18%	**10%**	0%	8%	15%	*	*	-	13%	9%	*	9%	11%	7%	3%
	2021	13%	14%	**13%**	0%	8%	26%	*	*	-	14%	11%	*	10%	27%	9%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	**60%**	78%	52%	71%	*	-	-	67%	42%	80%	59%	65%	59%	33%
	2021	62%	65%	**57%**	44%	55%	65%	*	*	-	71%	13%	71%	58%	55%	53%	47%
At Meets Grade Level or Above	2022	43%	45%	**30%**	33%	22%	47%	*	-	-	33%	21%	60%	29%	32%	24%	7%
	2021	32%	34%	**22%**	22%	21%	25%	*	*	-	14%	9%	29%	21%	25%	17%	17%
At Masters Grade Level	2022	23%	24%	**13%**	33%	8%	21%	*	-	-	0%	0%	20%	12%	16%	9%	3%
	2021	15%	16%	**8%**	11%	7%	12%	*	*	-	0%	4%	14%	6%	12%	7%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	75%	**71%**	67%	67%	81%	*	-	-	67%	26%	100%	71%	76%	69%	65%
	2021	68%	70%	**72%**	70%	72%	75%	*	*	-	57%	35%	57%	71%	73%	70%	70%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	42%	**32%**	33%	26%	47%	*	-	-	22%	16%	40%	33%	30%	28%	21%
	2021	36%	39%	**37%**	20%	38%	41%	*	*	-	29%	9%	57%	36%	39%	35%	36%
At Masters Grade Level	2022	16%	18%	**10%**	22%	9%	13%	*	-	-	0%	0%	20%	10%	11%	11%	8%
	2021	15%	17%	**12%**	0%	13%	14%	*	*	-	0%	0%	29%	11%	14%	12%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	**80%**	71%	78%	85%	-	*	-	90%	53%	75%	79%	86%	76%	76%
	2021	69%	72%	**70%**	64%	66%	74%	*	-	-	100%	40%	*	71%	66%	71%	59%
At Meets Grade Level or Above	2022	56%	58%	**50%**	43%	48%	56%	-	*	-	60%	21%	50%	47%	64%	45%	42%
	2021	45%	48%	**41%**	27%	34%	51%	*	-	-	88%	20%	*	39%	49%	38%	32%
At Masters Grade Level	2022	37%	39%	**32%**	14%	28%	40%	-	*	-	50%	16%	50%	29%	45%	27%	23%
	2021	25%	27%	**16%**	18%	13%	23%	*	-	-	13%	13%	*	16%	17%	16%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	**60%**	29%	57%	69%	-	*	-	80%	16%	50%	61%	57%	52%	58%
	2021	55%	56%	**50%**	36%	49%	58%	*	-	-	25%	31%	*	52%	43%	50%	51%
At Meets Grade Level or Above	2022	31%	31%	**26%**	14%	24%	29%	-	*	-	40%	16%	50%	22%	43%	21%	24%
	2021	27%	27%	**17%**	0%	15%	25%	*	-	-	0%	25%	*	17%	14%	13%	18%
At Masters Grade Level	2022	13%	12%	**9%**	0%	8%	8%	-	*	-	30%	11%	25%	8%	12%	2%	4%
	2021	12%	11%	**5%**	0%	4%	8%	*	-	-	0%	6%	*	5%	5%	4%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	**72%**	63%	71%	71%	-	*	-	100%	69%	*	69%	85%	68%	59%
	2021	73%	75%	**58%**	50%	60%	55%	*	*	-	20%	12%	*	60%	47%	55%	54%
At Meets Grade Level or Above	2022	58%	59%	**33%**	38%	35%	29%	-	*	-	33%	44%	*	33%	35%	29%	20%
	2021	46%	48%	**23%**	8%	21%	35%	*	*	-	20%	12%	*	22%	25%	20%	16%
At Masters Grade Level	2022	37%	38%	**17%**	25%	16%	16%	-	*	-	17%	38%	*	15%	23%	17%	13%
	2021	21%	21%	**8%**	0%	9%	10%	*	*	-	0%	6%	*	7%	9%	7%	7%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**78%**	70%	81%	70%	-	*	-	89%	63%	*	78%	77%	73%	74%
	2021	62%	62%	**75%**	54%	79%	68%	*	*	-	86%	59%	*	78%	65%	73%	80%
At Meets Grade Level or Above	2022	40%	39%	**31%**	20%	33%	24%	-	*	-	44%	38%	*	32%	27%	29%	28%
	2021	36%	37%	**39%**	8%	45%	32%	*	*	-	29%	18%	*	39%	38%	37%	38%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	14%	**6%**	10%	4%	8%	-	*	-	11%	38%	*	5%	12%	2%	4%
	2021	11%	11%	**3%**	0%	3%	3%	*	*	-	0%	6%	*	1%	9%	2%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	75%	**71%**	50%	71%	73%	*	*	-	82%	44%	*	73%	59%	66%	57%
	2021	68%	70%	**56%**	40%	54%	60%	*	*	-	73%	12%	*	56%	54%	50%	42%
At Meets Grade Level or Above	2022	45%	46%	**36%**	25%	31%	48%	*	*	-	27%	44%	*	35%	38%	28%	19%
	2021	43%	45%	**33%**	20%	31%	40%	*	*	-	36%	12%	*	33%	34%	28%	20%
At Masters Grade Level	2022	24%	24%	**14%**	19%	11%	20%	*	*	-	9%	25%	*	14%	14%	10%	8%
	2021	24%	24%	**17%**	13%	13%	26%	*	*	-	9%	0%	*	17%	15%	13%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	**58%**	56%	53%	66%	*	*	-	64%	44%	*	58%	57%	49%	40%
	2021	57%	60%	**38%**	27%	34%	46%	*	*	-	45%	18%	*	38%	38%	32%	24%
At Meets Grade Level or Above	2022	31%	33%	**24%**	25%	17%	41%	*	*	-	27%	44%	*	20%	43%	19%	6%
	2021	28%	31%	**23%**	13%	18%	30%	*	*	-	36%	12%	*	22%	28%	17%	8%
At Masters Grade Level	2022	18%	20%	**14%**	19%	9%	21%	*	*	-	18%	38%	*	13%	19%	11%	5%
	2021	14%	15%	**12%**	13%	9%	13%	*	*	-	9%	0%	*	12%	10%	8%	3%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	68%	**59%**	60%	55%	66%	60%	*	-	76%	13%	*	58%	61%	51%	38%
	2021	67%	71%	**49%**	53%	42%	53%	-	80%	-	80%	15%	*	45%	62%	45%	29%
At Meets Grade Level or Above	2022	47%	50%	**42%**	40%	35%	58%	60%	*	-	53%	9%	*	38%	52%	35%	20%
	2021	50%	55%	**33%**	27%	28%	45%	-	60%	-	47%	15%	*	32%	38%	28%	16%
At Masters Grade Level	2022	11%	11%	**5%**	8%	2%	11%	0%	*	-	0%	0%	*	3%	9%	3%	0%
	2021	12%	15%	**7%**	13%	3%	8%	-	40%	-	20%	0%	*	4%	14%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	74%	**61%**	39%	56%	78%	*	*	-	69%	17%	*	58%	70%	55%	36%
	2021	71%	73%	**73%**	41%	70%	85%	*	*	-	82%	33%	*	75%	65%	72%	43%
At Meets Grade Level or Above	2022	55%	58%	**40%**	17%	32%	59%	*	*	-	69%	13%	*	37%	47%	37%	15%
	2021	57%	60%	**59%**	41%	54%	72%	*	*	-	73%	29%	*	60%	55%	56%	24%

	School Year	State	Region 11	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	2022	9%	9%	**5%**	0%	3%	10%	*	*	-	6%	8%	*	3%	8%	4%	0%
	2021	11%	12%	**5%**	6%	2%	11%	*	*	-	9%	5%	*	5%	7%	2%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	75%	**87%**	76%	87%	91%	80%	*	-	85%	47%	*	87%	88%	85%	89%
	2021	73%	74%	**84%**	90%	81%	89%	-	*	-	90%	60%	*	84%	86%	84%	83%
At Meets Grade Level or Above	2022	43%	44%	**54%**	38%	58%	58%	40%	*	-	31%	5%	*	53%	57%	50%	53%
	2021	41%	43%	**49%**	50%	51%	43%	-	*	-	30%	20%	*	53%	36%	48%	58%
At Masters Grade Level	2022	27%	28%	**27%**	10%	30%	26%	20%	*	-	15%	5%	*	27%	26%	24%	26%
	2021	23%	25%	**25%**	20%	25%	22%	-	*	-	20%	0%	*	27%	14%	23%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	**74%**	52%	73%	81%	*	100%	-	85%	23%	*	73%	79%	72%	61%
	2021	82%	83%	**67%**	53%	64%	74%	-	*	-	78%	44%	*	63%	77%	61%	47%
At Meets Grade Level or Above	2022	55%	57%	**47%**	29%	42%	60%	*	100%	-	54%	12%	*	41%	62%	42%	19%
	2021	55%	58%	**43%**	27%	40%	55%	-	*	-	56%	13%	*	40%	55%	38%	19%
At Masters Grade Level	2022	21%	24%	**13%**	5%	10%	17%	*	80%	-	0%	4%	*	9%	21%	13%	1%
	2021	22%	23%	**15%**	7%	12%	26%	-	*	-	11%	0%	*	12%	28%	13%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	90%	**84%**	90%	79%	96%	*	*	-	100%	35%	*	85%	83%	81%	64%
	2021	88%	90%	**87%**	92%	82%	93%	*	*	-	100%	54%	*	86%	90%	87%	66%
At Meets Grade Level or Above	2022	68%	70%	**66%**	60%	59%	84%	*	*	-	89%	15%	*	67%	63%	61%	29%
	2021	69%	72%	**72%**	42%	68%	82%	*	*	-	100%	31%	*	69%	80%	70%	34%
At Masters Grade Level	2022	42%	44%	**36%**	20%	30%	52%	*	*	-	67%	5%	*	35%	44%	30%	9%
	2021	43%	46%	**36%**	17%	30%	52%	*	*	-	29%	8%	*	34%	43%	32%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	**88%**	67%	91%	88%	*	-	-	*	-	-	89%	*	90%	*
	2021	95%	96%	**84%**	*	83%	91%	-	-	-	*	-	-	86%	*	86%	*
At Meets Grade Level or Above	2022	64%	66%	**33%**	0%	32%	35%	*	-	-	*	-	-	34%	*	30%	*
	2021	69%	73%	**50%**	*	43%	82%	-	-	-	*	-	-	49%	*	46%	*

	School Year	State	Region 11	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	2022	13%	12%	**0%**	0%	0%	0%	*	-	-	*	-	-	0%	*	0%	*
	2021	14%	15%	**0%**	*	0%	0%	-	-	-	*	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	**66%**	59%	63%	72%	69%	88%	-	76%	33%	70%	65%	68%	61%	54%
	2021	67%	69%	**62%**	52%	59%	67%	57%	86%	-	69%	33%	49%	62%	61%	59%	52%
At Meets Grade Level or Above	2022	48%	50%	**36%**	27%	32%	44%	46%	54%	-	44%	19%	39%	35%	42%	31%	22%
	2021	41%	44%	**34%**	24%	32%	42%	26%	62%	-	38%	19%	28%	34%	37%	31%	24%
At Masters Grade Level	2022	23%	24%	**14%**	11%	11%	19%	12%	34%	-	18%	8%	23%	13%	18%	11%	7%
	2021	18%	20%	**13%**	9%	11%	18%	13%	36%	-	10%	8%	11%	12%	16%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	**62%**	57%	58%	70%	67%	94%	-	73%	31%	73%	61%	67%	58%	47%
	2021	68%	71%	**60%**	52%	58%	65%	63%	81%	-	71%	26%	52%	60%	59%	58%	49%
At Meets Grade Level or Above	2022	53%	55%	**37%**	30%	32%	47%	44%	61%	-	47%	18%	46%	36%	43%	32%	21%
	2021	45%	47%	**34%**	29%	31%	43%	13%	50%	-	42%	18%	21%	34%	37%	31%	21%
At Masters Grade Level	2022	25%	26%	**13%**	11%	11%	20%	0%	33%	-	16%	6%	30%	12%	18%	11%	8%
	2021	18%	20%	**10%**	11%	8%	15%	13%	19%	-	10%	9%	3%	9%	14%	9%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	**68%**	62%	65%	72%	67%	75%	-	79%	35%	74%	68%	69%	63%	63%
	2021	66%	67%	**65%**	55%	64%	70%	43%	100%	-	65%	42%	50%	66%	63%	64%	62%
At Meets Grade Level or Above	2022	42%	43%	**31%**	21%	30%	35%	44%	33%	-	40%	17%	31%	31%	34%	27%	25%
	2021	37%	39%	**34%**	18%	33%	37%	14%	75%	-	25%	20%	42%	34%	32%	31%	33%
At Masters Grade Level	2022	20%	21%	**12%**	8%	11%	14%	11%	17%	-	19%	7%	17%	11%	14%	9%	9%
	2021	18%	18%	**14%**	8%	13%	16%	0%	50%	-	9%	9%	19%	14%	14%	12%	12%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**68%**	52%	66%	73%	80%	88%	-	78%	34%	44%	68%	69%	63%	57%
	2021	71%	73%	**62%**	46%	60%	70%	*	88%	-	74%	33%	56%	61%	69%	57%	49%
At Meets Grade Level or Above	2022	47%	49%	**38%**	26%	33%	48%	60%	63%	-	41%	25%	44%	34%	48%	31%	18%
	2021	44%	46%	**37%**	20%	33%	47%	*	75%	-	48%	16%	22%	35%	46%	32%	20%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
GAINESVILLE ISD (049901) - COOKE COUNTY

	School Year	State	Region 11	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	2022	21%	22%	**12%**	10%	10%	17%	40%	50%	-	6%	11%	22%	11%	16%	10%	4%
	2021	20%	21%	**15%**	7%	11%	26%	*	50%	-	11%	4%	11%	13%	23%	11%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	77%	**71%**	69%	67%	80%	*	*	-	80%	39%	*	71%	71%	65%	50%
	2021	73%	75%	**63%**	56%	58%	73%	*	*	-	67%	33%	60%	62%	66%	58%	40%
At Meets Grade Level or Above	2022	50%	52%	**46%**	38%	39%	61%	*	*	-	55%	28%	*	44%	54%	39%	16%
	2021	49%	52%	**48%**	26%	43%	60%	*	*	-	61%	20%	40%	46%	56%	43%	18%
At Masters Grade Level	2022	30%	32%	**25%**	19%	20%	36%	*	*	-	40%	19%	*	24%	32%	20%	6%
	2021	29%	31%	**24%**	15%	20%	36%	*	*	-	17%	3%	20%	23%	28%	20%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	**19%**	6%	13%	28%	-	*	-	35%	11%	29%	19%	20%	16%	7%
	2021	24%	26%	**15%**	27%	9%	19%	-	*	-	18%	10%	*	15%	16%	12%	9%
Reading and Mathematics Including EOC	2022	36%	38%	**19%**	6%	13%	28%	-	*	-	35%	11%	29%	19%	20%	16%	7%
	2021	24%	26%	**15%**	27%	9%	19%	-	*	-	18%	10%	*	15%	16%	12%	9%
Reading Including EOC	2022	51%	53%	**33%**	24%	27%	42%	-	*	-	47%	16%	29%	33%	31%	31%	19%
	2021	38%	41%	**26%**	64%	16%	34%	-	*	-	18%	20%	*	25%	32%	24%	15%
Math Including EOC	2022	43%	44%	**24%**	12%	17%	30%	-	*	-	59%	14%	29%	25%	20%	20%	12%
	2021	31%	33%	**22%**	27%	15%	27%	-	*	-	36%	15%	*	23%	19%	17%	16%
4th Graders																	
Reading and Mathematics	2022	36%	37%	**18%**	9%	15%	24%	*	*	-	17%	14%	14%	18%	18%	13%	7%
	2021	26%	28%	**18%**	22%	17%	21%	*	*	-	0%	22%	0%	19%	15%	13%	16%
Reading and Mathematics Including EOC	2022	36%	37%	**18%**	9%	15%	24%	*	*	-	17%	14%	14%	18%	18%	13%	7%
	2021	26%	28%	**18%**	22%	17%	21%	*	*	-	0%	22%	0%	19%	15%	13%	16%
Reading Including EOC	2022	54%	56%	**34%**	27%	30%	40%	*	*	-	33%	18%	71%	35%	30%	28%	19%
	2021	36%	38%	**23%**	22%	21%	32%	*	*	-	0%	22%	0%	25%	19%	18%	21%
Math Including EOC	2022	43%	44%	**23%**	18%	19%	31%	*	*	-	25%	18%	14%	23%	24%	17%	10%
	2021	36%	38%	**34%**	22%	34%	36%	*	*	-	20%	39%	20%	35%	29%	31%	34%
5th Graders																	
Reading and Mathematics	2022	41%	41%	**17%**	0%	17%	19%	*	*	-	25%	8%	*	17%	19%	14%	13%
	2021	34%	35%	**22%**	9%	19%	31%	*	*	-	14%	16%	*	19%	32%	19%	18%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	41%	**17%**	0%	17%	19%	*	*	-	25%	8%	*	17%	19%	14%	13%
	2021	34%	35%	**22%**	9%	19%	31%	*	*	-	14%	16%	*	19%	32%	19%	18%
Reading Including EOC	2022	58%	59%	**32%**	17%	28%	44%	*	*	-	25%	13%	*	30%	40%	27%	30%
	2021	46%	48%	**33%**	18%	33%	36%	*	*	-	43%	16%	*	31%	44%	30%	30%
Math Including EOC	2022	48%	48%	**25%**	0%	26%	24%	*	*	-	38%	21%	*	25%	23%	23%	25%
	2021	44%	45%	**36%**	9%	32%	50%	*	*	-	29%	21%	*	34%	44%	30%	34%
6th Graders																	
Reading and Mathematics	2022	31%	33%	**21%**	33%	14%	34%	*	-	-	22%	11%	40%	21%	19%	16%	4%
	2021	24%	26%	**16%**	22%	16%	20%	*	*	-	0%	4%	29%	15%	22%	13%	12%
Reading and Mathematics Including EOC	2022	31%	33%	**21%**	33%	14%	34%	*	-	-	22%	11%	40%	21%	19%	16%	4%
	2021	24%	26%	**16%**	22%	16%	20%	*	*	-	0%	4%	29%	15%	22%	13%	12%
Reading Including EOC	2022	43%	45%	**30%**	33%	22%	47%	*	-	-	33%	21%	60%	29%	32%	24%	7%
	2021	32%	34%	**22%**	22%	21%	25%	*	*	-	14%	9%	29%	21%	25%	17%	17%
Math Including EOC	2022	40%	42%	**32%**	33%	26%	47%	*	-	-	22%	16%	40%	33%	30%	28%	21%
	2021	36%	40%	**37%**	20%	38%	41%	*	*	-	29%	9%	57%	36%	39%	35%	36%
7th Graders																	
Reading and Mathematics	2022	32%	33%	**24%**	14%	21%	27%	-	*	-	40%	16%	38%	19%	43%	18%	21%
	2021	26%	28%	**14%**	0%	12%	23%	*	-	-	0%	20%	*	14%	15%	11%	13%
Reading and Mathematics Including EOC	2022	33%	34%	**24%**	14%	21%	27%	-	*	-	40%	16%	38%	19%	43%	18%	21%
	2021	27%	29%	**14%**	0%	12%	23%	*	-	-	0%	20%	*	14%	15%	11%	13%
Reading Including EOC	2022	56%	58%	**50%**	43%	48%	56%	-	*	-	60%	21%	50%	47%	64%	45%	42%
	2021	45%	48%	**41%**	27%	34%	51%	*	-	-	88%	20%	*	39%	49%	38%	32%
Math Including EOC	2022	37%	37%	**26%**	14%	24%	29%	-	*	-	40%	16%	50%	22%	43%	21%	24%
	2021	32%	34%	**17%**	0%	15%	25%	*	-	-	0%	25%	*	17%	14%	13%	18%
8th Graders																	
Reading and Mathematics	2022	27%	26%	**17%**	29%	16%	14%	-	*	-	40%	38%	*	17%	18%	12%	10%
	2021	21%	21%	**13%**	8%	14%	15%	*	*	-	0%	6%	*	13%	10%	11%	9%
Reading and Mathematics Including EOC	2022	41%	41%	**31%**	19%	30%	36%	*	*	-	27%	38%	*	31%	30%	24%	24%
	2021	33%	34%	**27%**	20%	26%	30%	*	*	-	27%	6%	*	27%	27%	24%	20%
Reading Including EOC	2022	58%	60%	**51%**	56%	48%	55%	*	*	-	45%	44%	*	51%	49%	42%	35%
	2021	47%	49%	**35%**	20%	30%	47%	*	*	-	45%	12%	*	35%	33%	29%	21%

	School Year	State	Region 11	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	2022	48%	47%	**41%**	25%	44%	41%	*	*	-	36%	38%	*	42%	38%	36%	40%
	2021	43%	43%	**48%**	20%	54%	43%	*	*	-	36%	18%	*	49%	46%	46%	48%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	35%	**20%**	14%	16%	26%	*	36%	-	30%	15%	25%	19%	23%	15%	10%
	2021	26%	28%	**17%**	14%	15%	22%	0%	25%	-	7%	13%	17%	16%	19%	13%	13%
Reading and Mathematics Including EOC	2022	36%	38%	**22%**	14%	18%	28%	*	36%	-	28%	15%	25%	21%	25%	17%	13%
	2021	28%	30%	**19%**	17%	17%	24%	0%	40%	-	12%	13%	17%	18%	21%	16%	15%
Reading Including EOC	2022	53%	55%	**38%**	35%	34%	47%	*	45%	-	42%	20%	47%	38%	41%	33%	25%
	2021	41%	43%	**30%**	29%	26%	38%	14%	40%	-	37%	16%	24%	29%	33%	27%	23%
Math Including EOC	2022	43%	44%	**29%**	18%	26%	34%	*	36%	-	39%	19%	28%	28%	29%	24%	22%
	2021	37%	39%	**32%**	16%	32%	37%	14%	70%	-	27%	20%	38%	32%	33%	29%	32%

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

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region11	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 Domain - Academic Growth Score by Grade and Subject											
Grade 4 ELA/Reading	2022	77	77	**65**	70	63	68	-	*	-	63	46	*	65	67	58	50
	2019	61	60	**43**	57	43	42	-	*	-	25	50	*	43	42	41	45
Grade 4 Mathematics	2022	74	73	**63**	80	62	59	-	*	-	67	50	*	63	62	59	65
	2019	65	65	**72**	36	78	65	-	*	-	69	85	*	71	75	72	79
Grade 5 ELA/Reading	2022	87	87	**66**	80	63	70	*	*	-	83	43	*	64	73	61	60
	2019	81	81	**80**	93	76	83	-	-	-	75	73	80	78	85	78	75
Grade 5 Mathematics	2022	79	78	**48**	20	51	44	*	*	-	58	39	*	49	46	45	53
	2019	83	83	**85**	86	86	82	-	-	-	100	68	100	84	89	84	82
Grade 6 ELA/Reading	2022	61	61	**57**	93	49	66	*	-	-	67	61	70	55	67	54	29
	2019	42	44	**33**	50	31	32	*	*	-	21	44	0	36	24	31	32
Grade 6 Mathematics	2022	61	63	**59**	57	58	59	*	-	-	61	47	70	57	72	58	51
	2019	54	58	**51**	53	47	59	*	*	-	57	33	50	48	63	50	49
Grade 7 ELA/Reading	2022	88	88	**89**	100	89	84	-	*	-	100	82	86	88	95	89	93
	2019	77	78	**80**	67	81	75	-	*	-	100	73	*	81	74	80	79
Grade 7 Mathematics	2022	60	56	**41**	50	37	48	-	*	-	69	29	43	42	34	38	33
	2019	62	60	**58**	75	59	56	-	*	-	36	40	*	58	60	57	58
Grade 8 ELA/Reading	2022	83	82	**75**	83	77	81	-	*	-	10	88	*	76	71	73	77
	2019	77	77	**67**	56	72	62	*	*	-	62	67	*	69	62	68	66
Grade 8 Mathematics	2022	74	71	**91**	89	94	83	-	*	-	94	79	*	90	95	89	92
	2019	82	78	**88**	80	89	85	*	-	-	89	81	*	87	88	88	87
End of Course English II	2022	71	69	**66**	56	64	70	-	*	-	64	33	*	65	69	59	63
	2019	69	69	**61**	50	58	67	*	*	-	92	75	-	58	69	59	44
End of Course Algebra I	2022	67	68	**71**	61	73	72	*	*	-	69	25	*	72	67	66	71
	2019	75	76	**56**	45	54	59	-	*	-	69	27	*	57	53	57	48
All Grades Both Subjects	2022	74	73	**65**	70	64	66	50	75	-	68	51	67	65	67	61	61
	2019	69	69	**64**	63	64	64	57	47	-	66	60	52	64	65	63	62
All Grades ELA/Reading	2022	78	77	**70**	78	68	72	*	89	-	67	57	74	69	74	65	64
	2019	68	68	**61**	62	61	60	60	50	-	61	65	47	61	59	59	57
All Grades Mathematics	2022	69	68	**61**	63	61	60	50	57	-	70	45	61	61	61	58	58
	2019	70	70	**67**	63	68	67	*	43	-	71	56	57	66	71	67	66

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GAINESVILLE ISD (049901) - COOKE COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 11	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	2022	74%	75%	**66%**	60%	*	*	56%	-	64%	56%	44%	60%	70%	86%	70%	54%	89%
	2021	67%	69%	**62%**	51%	-	-	47%	-	52%	47%	59%	41%	56%	76%	65%	49%	85%
At Meets Grade Level or Above	2022	48%	50%	**36%**	20%	*	*	16%	-	27%	24%	20%	25%	38%	36%	41%	21%	62%
	2021	41%	44%	**34%**	22%	-	-	18%	-	24%	19%	25%	17%	28%	51%	38%	22%	61%
At Masters Grade Level	2022	23%	24%	**14%**	9%	*	*	8%	-	10%	8%	7%	8%	10%	14%	16%	7%	23%
	2021	18%	20%	**13%**	9%	-	-	8%	-	10%	5%	9%	3%	20%	24%	15%	7%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	**62%**	51%	*	*	52%	-	52%	49%	36%	54%	40%	83%	69%	46%	81%
	2021	68%	71%	**60%**	50%	-	-	47%	-	51%	42%	56%	35%	50%	68%	64%	46%	87%
At Meets Grade Level or Above	2022	53%	55%	**37%**	22%	*	*	19%	-	31%	24%	18%	26%	20%	67%	44%	21%	54%
	2021	45%	47%	**34%**	22%	-	-	16%	-	25%	14%	19%	11%	17%	53%	39%	18%	66%
At Masters Grade Level	2022	25%	26%	**13%**	14%	*	*	15%	-	14%	8%	5%	10%	0%	17%	17%	8%	7%
	2021	18%	20%	**10%**	10%	-	-	11%	-	10%	2%	4%	1%	17%	26%	12%	6%	12%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	**68%**	65%	-	-	61%	-	72%	64%	51%	70%	100%	100%	70%	63%	88%
	2021	66%	67%	**65%**	54%	-	-	49%	-	56%	63%	62%	65%	58%	88%	66%	60%	88%
At Meets Grade Level or Above	2022	42%	43%	**31%**	18%	-	-	13%	-	28%	29%	25%	29%	77%	20%	34%	24%	58%
	2021	37%	39%	**34%**	27%	-	-	23%	-	29%	33%	32%	34%	33%	53%	33%	31%	56%
At Masters Grade Level	2022	20%	21%	**12%**	6%	-	-	2%	-	14%	10%	9%	10%	31%	20%	13%	9%	35%
	2021	18%	18%	**14%**	12%	-	-	7%	-	14%	10%	14%	7%	17%	29%	14%	12%	26%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	**68%**	73%	*	*	-	-	70%	64%	64%	61%	87%	*	71%	57%	90%
	2021	71%	73%	**62%**	48%	-	-	-	-	48%	42%	72%	35%	-	63%	68%	44%	80%
At Meets Grade Level or Above	2022	47%	49%	**38%**	23%	*	*	-	-	20%	19%	16%	20%	20%	*	44%	17%	65%
	2021	44%	46%	**37%**	9%	-	-	-	-	9%	15%	32%	11%	-	50%	44%	15%	59%
At Masters Grade Level	2022	21%	22%	**12%**	0%	*	*	-	-	0%	4%	4%	3%	7%	*	16%	3%	15%
	2021	20%	21%	**15%**	2%	-	-	-	-	2%	3%	4%	3%	-	0%	19%	3%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	77%	**71%**	-	-	-	-	-	-	50%	20%	52%	88%	*	75%	49%	96%
	2021	73%	75%	**63%**	-	-	-	-	-	-	38%	*	36%	-	*	71%	37%	81%
At Meets Grade Level or Above	2022	50%	52%	**46%**	-	-	-	-	-	-	17%	7%	14%	63%	*	52%	16%	70%
	2021	49%	52%	**48%**	-	-	-	-	-	-	16%	*	15%	-	*	59%	16%	58%
At Masters Grade Level	2022	30%	32%	**25%**	-	-	-	-	-	-	7%	7%	7%	13%	*	29%	7%	39%
	2021	29%	31%	**24%**	-	-	-	-	-	-	6%	*	4%	-	*	31%	6%	29%
School Progress Domain - Academic Growth Score																		

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 11	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	2022	74%	73%	**65%**	47%	*	*	46%	-	46%	66%	73%	64%	74%	65%	67%	61%	66%
	2019	69%	69%	**64%**	71%	-	-	-	71%		58%	68%	44%		69%		60%	
All Grades ELA/Reading	2022	78%	77%	**70%**	38%	*	*	40%	-	27%	72%	59%	76%	40%	80%	72%	65%	59%
	2019	68%	68%	**61%**	47%	-	-	-	47%		58%	67%	44%		*		57%	
All Grades Mathematics	2022	69%	68%	**61%**	53%	-	-	50%	-	55%	62%	82%	53%	88%	50%	62%	58%	76%
	2019	70%	70%	**67%**	90%	-	-	-	90%		58%	69%	44%		*		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 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	97%	99%	99%	96%	100%	-	100%	99%	97%	99%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	96%	95%	96%	96%	82%	-	95%	95%	84%	97%	84%	96%	92%
Not Included in Accountability: Mobile	5%	5%	**3%**	1%	1%	3%	0%	18%	-	3%	2%	13%	1%	12%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	-	1%	2%	0%	1%	3%	1%	4%
Not Tested	1%	1%	**1%**	3%	1%	1%	4%	0%	-	0%	1%	3%	1%	1%	1%	1%
Absent	1%	1%	**1%**	3%	1%	1%	4%	0%	-	0%	1%	3%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	97%	99%	99%	100%	100%	-	100%	100%	98%	99%	99%	99%	100%
Included in Accountability	92%	92%	**93%**	95%	93%	95%	100%	86%	-	96%	92%	86%	96%	83%	95%	89%
Not Included in Accountability: Mobile	5%	5%	**3%**	2%	2%	3%	0%	14%	-	3%	3%	12%	1%	12%	1%	2%
Not Included in Accountability: Other Exclusions	2%	2%	**3%**	0%	4%	0%	0%	0%	-	1%	5%	0%	2%	4%	2%	8%
Not Tested	1%	1%	**1%**	3%	1%	1%	0%	0%	-	0%	0%	2%	1%	1%	1%	0%
Absent	1%	1%	**1%**	3%	1%	1%	0%	0%	-	0%	0%	2%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	100%	100%	-	100%	99%	98%	99%	99%	99%	99%
Included in Accountability	93%	94%	**95%**	99%	96%	97%	100%	80%	-	95%	98%	85%	98%	85%	98%	95%
Not Included in Accountability: Mobile	5%	5%	**3%**	0%	2%	3%	0%	20%	-	4%	2%	12%	1%	12%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	-	1%	0%	0%	0%	2%	0%	2%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	0%	-	0%	1%	2%	1%	1%	1%	1%
Absent	1%	0%	**1%**	1%	1%	0%	0%	0%	-	0%	1%	2%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**98%**	93%	98%	99%	83%	100%	-	97%	99%	92%	98%	97%	97%	99%
Included in Accountability	93%	94%	**94%**	91%	96%	96%	83%	73%	-	91%	97%	75%	98%	84%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	2%	1%	3%	0%	27%	-	6%	1%	17%	0%	11%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	2%	0%	2%
Not Tested	2%	1%	**2%**	7%	2%	1%	17%	0%	-	3%	1%	8%	2%	3%	3%	1%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	7%	2%	1%	17%	0%	-	3%	1%	8%	2%	3%	3%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	97%	*	*	-	100%	100%	*	99%	98%	99%	99%
Included in Accountability	94%	95%	**96%**	100%	98%	95%	*	*	-	100%	100%	*	99%	88%	97%	95%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	1%	2%	*	*	-	0%	0%	*	1%	9%	1%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	1%	0%	1%
Not Tested	2%	1%	**1%**	0%	1%	3%	*	*	-	0%	0%	*	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	3%	*	*	-	0%	0%	*	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	**98%**	100%	96%	100%	*	-	-	*	-	-	98%	*	100%	*

2021 STAAR Participation (All Grades)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Tests																
Assessment Participant	88%	93%	**96%**	93%	97%	96%	92%	100%	-	90%	95%	91%	97%	96%	97%	98%
Included in Accountability	83%	88%	**92%**	90%	93%	92%	92%	100%	-	87%	87%	91%	94%	83%	94%	93%
Not Included in Accountability: Mobile	3%	4%	**4%**	4%	2%	4%	0%	0%	-	3%	6%	0%	1%	12%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	-	0%	2%	0%	1%	1%	1%	3%
Not Tested	12%	7%	**4%**	7%	3%	4%	8%	0%	-	10%	5%	9%	3%	4%	3%	2%
Absent	2%	1%	**1%**	1%	1%	1%	0%	0%	-	3%	1%	0%	1%	2%	1%	1%
Other	10%	6%	**3%**	6%	2%	2%	8%	0%	-	7%	4%	9%	3%	3%	2%	1%
Reading																
Assessment Participant	89%	93%	**97%**	93%	97%	96%	89%	100%	-	89%	95%	91%	97%	96%	97%	98%
Included in Accountability	83%	87%	**90%**	89%	91%	93%	89%	100%	-	86%	83%	91%	93%	82%	92%	89%
Not Included in Accountability: Mobile	3%	4%	**4%**	5%	2%	3%	0%	0%	-	3%	6%	0%	1%	12%	2%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**3%**	0%	4%	0%	0%	0%	-	0%	6%	0%	3%	1%	3%	8%
Not Tested	11%	7%	**3%**	7%	3%	4%	11%	0%	-	11%	5%	9%	3%	4%	3%	2%
Absent	2%	1%	**1%**	1%	1%	1%	0%	0%	-	5%	1%	0%	1%	2%	1%	1%
Other	10%	5%	**2%**	6%	2%	2%	11%	0%	-	6%	4%	9%	2%	3%	2%	1%
Mathematics																
Assessment Participant	88%	93%	**96%**	94%	96%	95%	88%	100%	-	89%	95%	90%	96%	96%	96%	97%
Included in Accountability	84%	89%	**92%**	91%	94%	92%	88%	100%	-	86%	89%	90%	95%	82%	95%	95%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	2%	4%	0%	0%	-	3%	6%	0%	1%	13%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	7%	**4%**	6%	4%	5%	13%	0%	-	11%	5%	10%	4%	4%	4%	3%
Absent	2%	1%	**1%**	0%	0%	1%	0%	0%	-	3%	0%	0%	1%	1%	1%	0%
Other	10%	6%	**4%**	6%	3%	3%	13%	0%	-	8%	5%	10%	4%	3%	3%	3%
Science																
Assessment Participant	87%	92%	**97%**	95%	98%	97%	*	100%	-	100%	95%	90%	98%	96%	98%	99%
Included in Accountability	84%	88%	**93%**	93%	95%	90%	*	100%	-	96%	91%	90%	96%	83%	96%	96%
Not Included in Accountability: Mobile	3%	4%	**4%**	2%	2%	7%	*	0%	-	4%	4%	0%	2%	12%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Not Tested	13%	8%	**3%**	5%	2%	3%	*	0%	-	0%	5%	10%	2%	4%	2%	1%
Absent	2%	2%	**1%**	2%	1%	1%	*	0%	-	0%	4%	0%	1%	2%	1%	0%
Other	10%	6%	**2%**	2%	1%	2%	*	0%	-	0%	2%	10%	1%	3%	1%	1%
Social Studies																
Assessment Participant	87%	91%	**97%**	97%	97%	97%	*	*	-	95%	97%	100%	97%	95%	97%	97%
Included in Accountability	84%	88%	**93%**	93%	94%	91%	*	*	-	90%	94%	100%	96%	83%	96%	94%
Not Included in Accountability: Mobile	3%	3%	**4%**	3%	2%	6%	*	*	-	5%	3%	0%	1%	11%	1%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	13%	9%	**3%**	3%	3%	3%	*	*	-	5%	3%	0%	3%	5%	3%	3%
Absent	3%	2%	**2%**	3%	2%	3%	*	*	-	5%	3%	0%	2%	5%	2%	2%
Other	10%	7%	**1%**	0%	2%	0%	*	*	-	0%	0%	0%	1%	0%	1%	2%
Accelerated Testers																
SAT/ACT Participant	85%	84%	**86%**	*	92%	73%	-	-	-	*	-	-	85%	*	88%	*

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

- Indicates there are no students in the group.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.2%	**93.5%**	92.8%	93.7%	93.1%	95.6%	97.3%	-	92.8%	92.0%	93.1%	94.0%
2019-20	98.3%	98.3%	**98.3%**	97.9%	98.6%	98.0%	98.3%	99.5%	-	96.9%	97.4%	98.4%	98.8%
Chronic Absenteeism													
2020-21	15.0%	14.5%	**20.8%**	26.9%	19.0%	22.5%	15.4%	0.0%	-	29.2%	29.8%	22.0%	16.7%
2019-20	6.7%	5.9%	**9.0%**	9.6%	7.6%	10.5%	7.7%	0.0%	-	17.5%	15.1%	8.1%	5.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.8%	**0.4%**	0.0%	0.7%	0.0%	*	*	-	0.0%	2.2%	0.3%	1.6%
2019-20	0.5%	0.6%	**0.4%**	2.9%	0.4%	0.0%	*	0.0%	-	0.0%	0.0%	0.5%	0.9%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.1%	**0.1%**	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	0.0%	0.2%	0.0%
2019-20	1.6%	1.4%	**0.5%**	0.0%	0.6%	0.7%	*	0.0%	-	0.0%	1.1%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.2%	**94.1%**	92.3%	94.4%	96.6%	*	*	-	83.3%	100.0%	91.7%	96.0%
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	4.1%	**1.6%**	7.7%	1.9%	0.0%	*	*	-	0.0%	0.0%	1.0%	0.0%
Dropped Out	5.8%	5.3%	**4.3%**	0.0%	3.7%	3.4%	*	*	-	16.7%	0.0%	7.3%	4.0%
Graduates and TxCHSE	90.3%	90.5%	**94.1%**	92.3%	94.4%	96.6%	*	*	-	83.3%	100.0%	91.7%	96.0%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	**95.7%**	100.0%	96.3%	96.6%	*	*	-	83.3%	100.0%	92.7%	96.0%
Class of 2020													
Graduated	90.3%	90.9%	**94.0%**	100.0%	95.2%	90.5%	-	100.0%	-	88.9%	92.3%	94.0%	87.5%
Received TxCHSE	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	4.2%	**1.5%**	0.0%	1.9%	1.6%	-	0.0%	-	0.0%	0.0%	0.9%	0.0%
Dropped Out	5.4%	4.5%	**4.5%**	0.0%	2.9%	7.9%	-	0.0%	-	11.1%	7.7%	5.2%	12.5%
Graduates and TxCHSE	90.7%	91.3%	**94.0%**	100.0%	95.2%	90.5%	-	100.0%	-	88.9%	92.3%	94.0%	87.5%
Graduates, TxCHSE, and Continuers	94.6%	95.5%	**95.5%**	100.0%	97.1%	92.1%	-	100.0%	-	88.9%	92.3%	94.8%	87.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.1%	**95.4%**	100.0%	97.1%	91.9%	-	100.0%	-	88.9%	92.3%	94.8%	87.5%
Received TxCHSE	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.0%	**4.6%**	0.0%	2.9%	8.1%	-	0.0%	-	11.1%	7.7%	5.2%	12.5%
Graduates and TxCHSE	92.7%	93.7%	**95.4%**	100.0%	97.1%	91.9%	-	100.0%	-	88.9%	92.3%	94.8%	87.5%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**95.4%**	100.0%	97.1%	91.9%	-	100.0%	-	88.9%	92.3%	94.8%	87.5%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2019													
Graduated	92.0%	92.9%	**92.8%**	80.0%	94.1%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
Received TxCHSE	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	1.6%	**0.5%**	0.0%	0.8%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.9%	**6.8%**	20.0%	5.0%	7.2%	-	-	-	*	17.9%	9.4%	4.8%
Graduates and TxCHSE	92.6%	93.5%	**92.8%**	80.0%	94.1%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
Graduates, TxCHSE, and Continuers	93.9%	95.1%	**93.2%**	80.0%	95.0%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.8%	**93.2%**	80.0%	94.9%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
Received TxCHSE	0.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.9%	**6.8%**	20.0%	5.1%	7.2%	-	-	-	*	17.9%	9.4%	4.8%
Graduates and TxCHSE	93.2%	94.4%	**93.2%**	80.0%	94.9%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**93.2%**	80.0%	94.9%	92.8%	-	-	-	*	82.1%	90.6%	95.2%
Class of 2018													
Graduated	92.6%	93.6%	**93.6%**	86.7%	94.9%	93.2%	*	*	*	100.0%	88.2%	93.6%	*
Received TxCHSE	0.7%	0.7%	**1.7%**	6.7%	1.0%	2.3%	*	*	*	0.0%	0.0%	0.9%	*
Continued HS	0.6%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.8%	**4.7%**	6.7%	4.1%	4.5%	*	*	*	0.0%	11.8%	5.5%	*
Graduates and TxCHSE	93.3%	94.4%	**95.3%**	93.3%	95.9%	95.5%	*	*	*	100.0%	88.2%	94.5%	*
Graduates, TxCHSE, and Continuers	93.9%	95.2%	**95.3%**	93.3%	95.9%	95.5%	*	*	*	100.0%	88.2%	94.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	90.2%	**93.7%**	92.3%	94.4%	94.9%	*	*	-	83.3%	94.7%	91.7%	96.0%
Class of 2020	90.3%	90.9%	**94.0%**	100.0%	95.2%	90.5%	-	100.0%	-	88.9%	92.3%	94.0%	87.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	63.6%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.8%	**18.6%**	16.7%	24.8%	8.9%	*	*	-	20.0%	0.0%	18.2%	25.0%
Class of 2020	4.3%	3.7%	**1.1%**	0.0%	2.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.9%	4.8%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	81.9%	**76.3%**	75.0%	73.3%	85.7%	*	*	-	40.0%	55.6%	76.1%	70.8%
Class of 2020	83.5%	83.4%	**93.6%**	94.1%	95.0%	89.5%	-	100.0%	-	100.0%	16.7%	92.7%	85.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	85.7%	84.7%	**94.9%**	91.7%	98.0%	94.6%	*	*	-	60.0%	55.6%	94.3%	95.8%
Class of 2020	87.8%	87.1%	**94.7%**	94.1%	97.0%	89.5%	-	100.0%	-	100.0%	16.7%	93.6%	90.5%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	14.5%	*****	*	-	-	-	-	-	-	-	-	-
2019-20	38.6%	12.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.7%	**18.4%**	16.7%	24.3%	8.9%	*	*	-	20.0%	0.0%	17.6%	24.0%
2019-20	4.4%	3.8%	**0.5%**	0.0%	1.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	80.4%	**77.1%**	75.0%	73.8%	87.5%	*	*	-	40.0%	58.8%	78.0%	72.0%
2019-20	81.8%	81.3%	**92.6%**	84.2%	96.0%	87.7%	-	100.0%	-	100.0%	14.3%	90.7%	90.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	83.0%	**95.0%**	84.6%	98.1%	96.4%	*	*	-	60.0%	58.8%	95.6%	96.0%
2019-20	85.8%	84.9%	**93.1%**	84.2%	97.0%	87.7%	-	100.0%	-	100.0%	14.3%	90.7%	90.5%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	180	100.0%	358,842	100.0%
By Ethnicity:				
African American	13	7.2%	44,018	12.3%
Hispanic	103	57.2%	183,306	51.1%
White	56	31.1%	103,898	29.0%
American Indian	1	0.6%	1,195	0.3%
Asian	2	1.1%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	5	2.8%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	1	0.6%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	8	4.4%	56,281	15.7%
Foundation H.S. Program (Endorsement)	33	18.3%	13,582	3.8%
Foundation H.S. Program (DLA)	138	76.7%	287,316	80.1%
Special Education Graduates	17	9.4%	31,028	8.6%
Economically Disadvantaged Graduates	91	50.6%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	25	13.9%	32,809	9.1%
At-Risk Graduates	100	55.6%	155,884	43.4%
CTE Completers	68	37.8%	99,076	27.6%

Academic Year	State	Region 11	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)													
2020-21	65.2%	61.8%	**70.0%**	61.5%	67.0%	76.8%	*	*	-	60.0%	88.2%	69.2%	72.0%
2019-20	63.0%	59.8%	**53.2%**	31.6%	49.5%	66.7%	-	60.0%	-	50.0%	42.9%	56.5%	28.6%
					College Ready Graduates								
College Ready (Annual Graduates)													
2020-21	52.7%	48.8%	**34.4%**	38.5%	30.1%	42.9%	*	*	-	0.0%	5.9%	35.2%	12.0%
2019-20	53.4%	50.1%	**47.9%**	15.8%	47.5%	59.6%	-	60.0%	-	37.5%	7.1%	49.1%	23.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	56.6%	**35.6%**	38.5%	29.1%	46.4%	*	*	-	20.0%	0.0%	37.4%	8.0%
2019-20	59.7%	60.0%	**38.8%**	21.1%	35.4%	50.9%	-	60.0%	-	25.0%	0.0%	38.9%	4.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	43.5%	**21.7%**	23.1%	16.5%	30.4%	*	*	-	0.0%	0.0%	24.2%	0.0%
2019-20	47.9%	45.8%	**56.9%**	47.4%	55.6%	59.6%	-	80.0%	-	62.5%	0.0%	50.9%	33.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	38.8%	**20.6%**	23.1%	14.6%	30.4%	*	*	-	0.0%	0.0%	22.0%	0.0%
2019-20	43.2%	41.8%	**29.3%**	10.5%	26.3%	40.4%	-	40.0%	-	25.0%	0.0%	28.7%	4.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	22.1%	**3.3%**	0.0%	1.0%	8.9%	*	*	-	0.0%	0.0%	3.3%	0.0%
2019-20	21.1%	21.5%	**1.6%**	0.0%	1.0%	3.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.4%	**3.3%**	0.0%	1.9%	7.1%	*	*	-	0.0%	0.0%	1.1%	0.0%
2019-20	2.1%	1.1%	**2.7%**	0.0%	0.0%	8.8%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	20.3%	**31.1%**	30.8%	29.1%	35.7%	*	*	-	0.0%	5.9%	31.9%	12.0%
2019-20	24.6%	19.9%	**41.5%**	10.5%	43.4%	49.1%	-	60.0%	-	25.0%	7.1%	42.6%	23.8%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	5.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	5.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	23.3%	**47.2%**	30.8%	46.6%	50.0%	*	*	-	60.0%	88.2%	46.2%	60.0%
2019-20	18.7%	17.2%	**9.0%**	15.8%	6.1%	12.3%	-	0.0%	-	12.5%	35.7%	13.0%	4.8%
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	18.2%	**36.7%**	30.8%	37.9%	35.7%	*	*	-	40.0%	29.4%	36.3%	48.0%

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	12.5%	**6.4%**	15.8%	3.0%	8.8%	-	0.0%	-	12.5%	7.1%	8.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.2%	**6.1%**	0.0%	6.8%	7.1%	*	*	-	0.0%	5.9%	6.6%	8.0%
2019-20	0.7%	0.1%	**0.5%**	0.0%	1.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.9%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.7%	**1.7%**	0.0%	1.0%	0.0%	*	*	-	20.0%	17.6%	1.1%	0.0%
2019-20	2.4%	2.5%	**1.6%**	0.0%	1.0%	3.5%	-	0.0%	-	0.0%	21.4%	2.8%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	3.5%	**5.6%**	0.0%	3.9%	10.7%	*	*	-	0.0%	58.8%	5.5%	12.0%
2019-20	3.7%	3.0%	**1.1%**	0.0%	1.0%	1.8%	-	0.0%	-	0.0%	14.3%	1.9%	4.8%

	Academic Year	State	Region 11	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	2020-21	25.9%	24.5%	**34.4%**	38.5%	29.1%	44.6%	*	*	-	0.0%	0.0%	36.3%	8.0%
	2019-20	30.1%	30.0%	**35.6%**	21.1%	32.3%	45.6%	-	60.0%	-	25.0%	0.0%	35.2%	4.8%
Mathematics	2020-21	19.4%	15.9%	**20.0%**	23.1%	15.5%	28.6%	*	*	-	0.0%	0.0%	23.1%	0.0%
	2019-20	21.2%	17.3%	**20.2%**	5.3%	18.2%	29.8%	-	40.0%	-	0.0%	0.0%	19.4%	4.8%
Both Subjects	2020-21	14.4%	12.0%	**19.4%**	23.1%	14.6%	28.6%	*	*	-	0.0%	0.0%	22.0%	0.0%
	2019-20	16.4%	13.6%	**15.4%**	0.0%	14.1%	24.6%	-	20.0%	-	0.0%	0.0%	13.9%	4.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	7.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019-20	7.3%	4.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	7.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019-20	9.7%	7.5%	**33.5%**	47.4%	36.4%	22.8%	-	20.0%	-	50.0%	0.0%	30.6%	28.6%
Both Subjects	2020-21	4.9%	2.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019-20	4.2%	2.1%	**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	2021	21.1%	20.9%	**4.4%**	0.0%	4.2%	6.1%	*	*	-	0.0%	0.0%	5.1%	0.0%
	2020	22.0%	22.9%	**2.8%**	0.0%	2.4%	3.9%	*	14.3%	-	0.0%	0.0%	2.0%	0.0%
English Language Arts	2021	12.1%	11.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.7%	13.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	6.1%	**3.9%**	0.0%	3.8%	5.3%	*	*	-	0.0%	0.0%	4.2%	0.0%
	2020	6.4%	6.7%	**2.8%**	0.0%	2.4%	3.9%	*	14.3%	-	0.0%	0.0%	2.0%	0.0%
Science	2021	8.7%	9.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	9.4%	10.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2021	11.6%	12.1%	**0.5%**	0.0%	0.4%	0.8%	*	*	-	0.0%	0.0%	0.9%	0.0%
	2020	12.4%	13.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	52.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2020	59.0%	62.1%	**9.1%**	-	20.0%	0.0%	-	*	-	-	-	0.0%	-
English Language Arts	2021	42.7%	51.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	55.9%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	53.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2020	56.5%	56.6%	**9.1%**	-	20.0%	0.0%	-	*	-	-	-	0.0%	-
Science	2021	41.4%	42.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	48.1%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	46.7%	*	-	*	*	-	-	-	-	-	*	-
	2020	52.3%	58.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	71.9%	**67.2%**	69.2%	68.9%	60.7%	*	*	-	100.0%	29.4%	64.4%	60.0%
	2019-20	76.7%	74.6%	**72.3%**	89.5%	64.6%	75.4%	-	100.0%	-	87.5%	21.4%	73.1%	57.1%
At/Above Criterion for All Examinees	2020-21	32.9%	37.2%	**16.5%**	0.0%	12.7%	29.4%	-	*	-	0.0%	0.0%	10.3%	0.0%
	2019-20	35.7%	41.5%	**17.6%**	0.0%	9.4%	37.2%	-	20.0%	-	14.3%	*	11.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1014	**983**	903	945	1149	-	*	-	*	-	950	*
	2019-20	1019	1037	**1006**	820	961	1114	-	1000	-	985	-	946	-
English Language Arts and Writing	2020-21	504	511	**496**	454	475	588	-	*	-	*	-	483	*
	2019-20	513	523	**512**	423	488	574	-	480	-	510	-	484	-
Mathematics	2020-21	498	503	**487**	449	470	561	-	*	-	*	-	466	*
	2019-20	506	514	**494**	398	473	541	-	520	-	475	-	462	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	21.3	**16.4**	14.8	15.7	18.7	-	*	-	15.6	11.4	16.8	12.9
	2019-20	20.2	20.2	**16.9**	12.4	16.1	20.1	-	17.8	-	14.8	10.7	16.2	12.3
English Language Arts	2020-21	19.6	21.1	**15.9**	13.7	15.0	18.5	-	*	-	15.6	9.9	16.1	12.6
	2019-20	19.9	19.9	**16.3**	11.0	15.2	20.2	-	16.8	-	14.7	9.0	15.5	10.3
Mathematics	2020-21	19.9	20.9	**16.7**	15.4	16.3	17.8	-	*	-	15.6	13.2	16.9	13.9
	2019-20	20.1	20.1	**17.0**	13.5	16.4	19.4	-	18.4	-	15.0	14.0	16.5	13.5
Science	2020-21	20.3	21.5	**17.0**	15.7	16.3	19.5	-	*	-	15.6	12.2	17.7	12.1
	2019-20	20.5	20.5	**17.4**	13.3	17.0	20.0	-	18.6	-	14.8	9.7	16.8	13.9

	Academic Year	State	Region 11	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	2020-21	42.5%	40.9%	**41.6%**	37.3%	38.7%	49.5%	*	55.6%	-	35.3%	10.8%	39.2%	29.1%
	2019-20	46.3%	43.8%	**36.6%**	19.6%	35.1%	42.4%	*	90.0%	-	25.7%	12.7%	32.0%	23.7%
English Language Arts	2020-21	16.3%	14.7%	**10.8%**	11.8%	8.2%	16.1%	*	11.1%	-	9.4%	0.0%	9.5%	2.9%
	2019-20	18.2%	16.1%	**6.1%**	3.9%	4.2%	10.0%	*	33.3%	-	0.0%	0.0%	4.7%	0.0%
Mathematics	2020-21	19.3%	18.0%	**19.1%**	26.1%	16.5%	23.8%	*	22.2%	-	13.8%	0.0%	16.9%	8.6%
	2019-20	20.7%	18.4%	**12.1%**	5.9%	11.1%	14.1%	*	55.6%	-	9.1%	0.0%	10.3%	1.5%
Science	2020-21	20.6%	20.6%	**15.7%**	16.0%	12.4%	23.7%	*	22.2%	-	12.5%	3.2%	15.1%	8.0%
	2019-20	22.4%	22.4%	**14.0%**	13.7%	12.7%	16.8%	*	44.4%	-	5.9%	0.0%	12.0%	7.7%
Social Studies	2020-21	22.8%	23.6%	**18.7%**	10.0%	14.7%	27.9%	*	22.2%	-	24.1%	0.0%	15.2%	1.8%
	2019-20	24.6%	25.7%	**15.2%**	4.9%	14.3%	19.1%	*	37.5%	-	6.5%	0.0%	13.2%	1.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	41.8%	**34.6%**	36.8%	28.3%	45.6%	-	40.0%	-	25.0%	14.3%	32.4%	4.8%
	2018-19	52.6%	50.0%	**38.3%**	66.7%	30.2%	46.9%	-	-	-	*	16.7%	32.6%	17.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	3,138	100.0%	5,402,928	100.0%	3,145	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	22	0.7%	14,290	0.3%	26	0.8%	21,375	0.4%
Pre-Kindergarten	166	5.3%	222,767	4.1%	166	5.3%	223,733	4.1%
Pre-Kindergarten: 3-year Old	33	1.1%	33,969	0.6%	33	1.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	133	4.2%	188,798	3.5%	133	4.2%	189,474	3.5%
Kindergarten	274	8.7%	370,054	6.8%	274	8.7%	371,502	6.8%
Grade 1	246	7.8%	384,494	7.1%	246	7.8%	386,232	7.1%
Grade 2	212	6.8%	382,008	7.1%	212	6.7%	383,838	7.1%
Grade 3	275	8.8%	383,078	7.1%	276	8.8%	384,872	7.1%
Grade 4	195	6.2%	383,959	7.1%	197	6.3%	386,011	7.1%
Grade 5	212	6.8%	387,945	7.2%	212	6.7%	389,971	7.2%
Grade 6	229	7.3%	398,640	7.4%	229	7.3%	400,447	7.4%
Grade 7	222	7.1%	418,486	7.7%	222	7.1%	418,788	7.7%
Grade 8	222	7.1%	424,287	7.9%	222	7.1%	424,544	7.8%
Grade 9	266	8.5%	475,437	8.8%	266	8.5%	475,746	8.8%
Grade 10	187	6.0%	408,393	7.6%	187	5.9%	408,700	7.5%
Grade 11	210	6.7%	389,034	7.2%	210	6.7%	389,454	7.2%
Grade 12	200	6.4%	360,056	6.7%	200	6.4%	362,157	6.7%
Ethnic Distribution:								
African American	181	5.8%	690,999	12.8%	181	5.8%	694,302	12.8%
Hispanic	1,873	59.7%	2,850,147	52.8%	1,874	59.6%	2,860,754	52.7%
White	876	27.9%	1,420,166	26.3%	882	28.0%	1,427,241	26.3%
American Indian	17	0.5%	17,944	0.3%	17	0.5%	18,028	0.3%
Asian	30	1.0%	259,342	4.8%	30	1.0%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	161	5.1%	155,887	2.9%	161	5.1%	156,780	2.9%
Sex:								
Female	1,539	49.0%	2,640,313	48.9%	1,543	49.1%	2,650,563	48.8%
Male	1,599	51.0%	2,762,615	51.1%	1,602	50.9%	2,776,807	51.2%
Economically Disadvantaged	1,968	62.7%	3,278,452	60.7%	1,969	62.6%	3,289,420	60.6%
Non-Educationally Disadvantaged	1,170	37.3%	2,124,476	39.3%	1,176	37.4%	2,137,950	39.4%
Section 504 Students	138	4.4%	400,729	7.4%	138	4.4%	401,648	7.4%
EB Students/EL	885	28.2%	1,171,661	21.7%	885	28.1%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	44	1.3%	34,054	0.6%				

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	78	2.5%	270,260	5.0%	78	2.5%	270,966	5.0%
Foster Care	7	0.2%	15,338	0.3%	7	0.2%	15,409	0.3%
Homeless	5	0.2%	61,433	1.1%	5	0.2%	61,687	1.1%
Immigrant	40	1.3%	108,510	2.0%	40	1.3%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	2,275	72.5%	3,473,996	64.3%	2,282	72.6%	3,487,333	64.3%
Military Connected	5	0.2%	176,253	3.3%	5	0.2%	176,554	3.3%
At-Risk	1,988	63.4%	2,892,191	53.5%	1,989	63.2%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	853	27.2%	1,182,035	21.9%	853	27.1%	1,185,511	21.8%
Career and Technical Education	704	22.4%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	702	81.3%	1,159,913	71.0%				
Gifted and Talented Education	158	5.0%	434,269	8.0%	158	5.0%	435,356	8.0%
Special Education	331	10.5%	624,256	11.6%	337	10.7%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	331		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	127	38.4%	268,673	43.0%				
Students with Physical Disabilities	75	22.7%	129,679	20.8%				
Students with Autism	49	14.8%	91,742	14.7%				
Students with Behavioral Disabilities	72	21.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	8	2.4%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	334	11.9%	705,063	13.6%				
By Ethnicity:								
African American	36	1.3%	131,970	2.5%				
Hispanic	137	4.9%	342,504	6.6%				
White	128	4.6%	184,235	3.5%				
American Indian	1	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	32	1.1%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	55	17.9%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	25	3.5%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	184	10.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	236	11.7%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.0%	1.9%	9.1%	5.2%
Grade 1	1.6%	2.9%	4.8%	4.2%
Grade 2	0.4%	1.7%	0.0%	2.2%
Grade 3	0.6%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	0.5%	0.6%	0.0%	0.6%
Grade 7	0.5%	0.7%	0.0%	0.7%
Grade 8	1.0%	0.6%	0.0%	0.8%
Grade 9	13.5%	10.5%	14.3%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.1%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.1	18.7
Grade 1	18.9	18.7
Grade 2	18.7	18.6
Grade 3	19.0	18.7
Grade 4	20.7	18.8
Grade 5	23.1	20.2
Grade 6	19.4	19.2
Secondary:		
English/Language Arts	12.6	16.3
Foreign Languages	13.6	18.4
Mathematics	13.4	17.5
Science	12.7	18.5
Social Studies	14.0	19.1

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	384.7	100.0%	749,473.4	100.0%
Professional Staff:	271.9	70.7%	480,632.3	64.1%
Teachers	197.6	51.4%	369,695.8	49.3%
Professional Support	48.2	12.5%	80,190.4	10.7%
Campus Administration (School Leadership)	14.7	3.8%	22,091.4	2.9%
Central Administration	11.4	3.0%	8,654.8	1.2%
Educational Aides:	34.4	8.9%	82,972.4	11.1%
Auxiliary Staff:	78.4	20.4%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	3.0	n/a	4,194.0	n/a
Part-time Librarians	1.0	n/a	607.0	n/a
Full-time Counselors	12.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	73.6	19.1%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	7.0	3.5%	41,286.1	11.2%
Hispanic	19.0	9.6%	106,866.5	28.9%
White	165.6	83.8%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	2.0	1.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	4.0	2.0%	4,312.0	1.2%
Teachers by Sex:				
Males	43.4	21.9%	89,015.4	24.1%
Females	154.2	78.1%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	156.3	79.1%	268,560.2	72.6%
Masters	41.2	20.9%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	29.4	14.9%	29,215.8	7.9%
1-5 Years Experience	67.9	34.4%	98,764.8	26.7%
6-10 Years Experience	29.0	14.7%	76,197.2	20.6%
11-20 Years Experience	43.0	21.8%	105,811.4	28.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	22.3	11.3%	48,804.6	13.2%
Over 30 Years Experience	6.0	3.0%	10,902.0	2.9%
Number of Students per Teacher	15.9	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.0	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	5.0	5.5
Average Years Experience of Assistant Principals with District	3.5	4.8
Average Years Experience of Teachers:	9.4	11.1
Average Years Experience of Teachers with District:	5.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$46,474	$51,054
1-5 Years Experience	$47,815	$54,577
6-10 Years Experience	$51,548	$57,746
11-20 Years Experience	$56,870	$61,377
21-30 Years Experience	$67,801	$65,949
Over 30 Years Experience	$66,378	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$52,949	$58,887
Professional Support	$60,969	$69,505
Campus Administration (School Leadership)	$76,993	$84,990
Central Administration	$94,967	$112,797
Instructional Staff Percent:	66.5%	64.9%
Turnover Rate for Teachers:	33.5%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	4.0	2,113.6

Designation	------ District -----		------- State -------	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	3,305	$6,188
Exemplary	-	-	1,564	$12,202
Master	-	-	681	$21,922

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	22,926.8	6.2%
Career and Technical Education	9.1	4.6%	19,365.5	5.2%
Compensatory Education	3.5	1.8%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	161.2	81.6%	261,685.1	70.8%
Special Education	11.7	5.9%	35,441.0	9.6%
Other	11.8	6.0%	12,775.1	3.5%

-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

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

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)