TEXAS EDUCATION AGENCY

Mansfield ISD Annual Report

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

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TEXAS EDUCATION AGENCY

Guidelines
of the
Texas Academic
Performance Report
2022-2023

Mansfield ISD

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

As of December 2023, the TAPR does not include *A–F* ratings, Distinction Designations, or Special Education Determination Status. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

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

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

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
   a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
   b. As of December 2023, the PDF TAPR does not include, *A–F* ratings, Distinction Designations, or Special Education Determination Status.

   Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2024. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

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

3. **District Accreditation Status** Each district's annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

The report must also include any campuses that earned a distinction designation or was rated.

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

5. **Special Education Determination Status** *(district PDF TAPR only)*The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. *Not available as of December 2023.*

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

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

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

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

    The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2024.

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

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

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

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

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

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

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is *separate* from widely releasing the annual report to the public. This means for the 2023-24 school year, the 2021-2022 TAPR was posted on District websites as it is the most recent.

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

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

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.

    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.

    - **The Accountability Subset** The PDF TAPR includes the 2022 and 2023 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 29, 2021 and October 28, 2022, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html.

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

TEXAS EDUCATION AGENCY

Texas Academic Performance

District Performance Report
2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

2022-23 Texas Academic Performance Report (TAPR)

District Name: MANSFIELD ISD

District Number: 220908

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	**82%**	79%	77%	88%	80%	90%	80%	87%	55%	87%	85%	76%	76%	78%
	2022	76%	77%	**84%**	81%	81%	88%	100%	92%	*	82%	52%	90%	86%	79%	77%	81%
At Meets Grade Level or Above	2023	50%	51%	**56%**	50%	48%	67%	40%	69%	40%	57%	26%	49%	59%	49%	45%	52%
	2022	51%	53%	**60%**	57%	53%	67%	67%	70%	*	64%	30%	63%	62%	55%	49%	53%
At Masters Grade Level	2023	20%	20%	**21%**	18%	15%	27%	20%	33%	0%	17%	6%	22%	22%	18%	14%	18%
	2022	30%	32%	**38%**	33%	32%	45%	33%	46%	*	44%	9%	40%	39%	32%	27%	33%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	73%	**78%**	72%	74%	86%	80%	89%	60%	83%	54%	78%	82%	69%	70%	80%
	2022	71%	72%	**79%**	75%	75%	85%	100%	92%	*	78%	48%	88%	82%	72%	72%	78%
At Meets Grade Level or Above	2023	45%	45%	**52%**	47%	42%	62%	40%	73%	20%	51%	32%	47%	55%	43%	40%	51%
	2022	43%	44%	**50%**	45%	43%	58%	44%	66%	*	49%	25%	60%	52%	43%	38%	45%
At Masters Grade Level	2023	19%	19%	**22%**	18%	17%	28%	20%	39%	0%	19%	8%	20%	24%	18%	14%	20%
	2022	21%	22%	**27%**	21%	23%	34%	22%	36%	*	24%	6%	33%	29%	20%	18%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**85%**	83%	80%	90%	100%	92%	100%	82%	55%	80%	86%	83%	78%	81%
	2022	77%	78%	**84%**	79%	81%	90%	*	92%	*	86%	54%	91%	86%	80%	77%	82%
At Meets Grade Level or Above	2023	48%	49%	**56%**	51%	47%	67%	43%	70%	80%	53%	24%	52%	58%	50%	42%	50%
	2022	54%	56%	**61%**	51%	55%	71%	*	73%	*	71%	31%	70%	63%	55%	50%	57%
At Masters Grade Level	2023	22%	22%	**25%**	23%	19%	31%	29%	35%	40%	28%	5%	20%	27%	21%	16%	20%
	2022	28%	30%	**32%**	25%	28%	42%	*	43%	*	32%	12%	42%	35%	27%	23%	28%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	70%	**78%**	73%	73%	85%	57%	88%	80%	73%	45%	80%	80%	72%	70%	74%
	2022	70%	70%	**77%**	69%	72%	87%	*	93%	*	80%	44%	82%	79%	73%	67%	75%
At Meets Grade Level or Above	2023	48%	48%	**55%**	48%	49%	64%	43%	73%	40%	52%	27%	52%	58%	48%	42%	49%
	2022	43%	44%	**51%**	40%	42%	65%	*	71%	*	53%	27%	64%	54%	45%	38%	46%
At Masters Grade Level	2023	22%	22%	**26%**	18%	22%	35%	29%	40%	40%	29%	6%	30%	29%	21%	17%	23%
	2022	23%	24%	**28%**	19%	20%	42%	*	45%	*	29%	9%	40%	30%	24%	17%	25%
Grade 5 Reading																	

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
MANSFIELD ISD (220908) - TARRANT 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	2023	81%	81%	**85%**	81%	84%	92%	*	89%	*	82%	56%	86%	88%	81%	79%	84%
	2022	81%	82%	**84%**	80%	81%	90%	*	91%	*	81%	50%	92%	87%	79%	75%	82%
At Meets Grade Level or Above	2023	57%	57%	**61%**	53%	54%	71%	*	74%	*	64%	32%	52%	64%	53%	49%	57%
	2022	58%	59%	**59%**	55%	51%	69%	*	71%	*	57%	27%	69%	62%	54%	44%	55%
At Masters Grade Level	2023	28%	29%	**29%**	23%	23%	36%	*	41%	*	34%	8%	23%	31%	25%	19%	26%
	2022	36%	38%	**36%**	33%	28%	43%	*	48%	*	32%	11%	41%	39%	30%	23%	30%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**84%**	77%	82%	91%	*	94%	*	86%	61%	79%	87%	77%	76%	85%
	2022	77%	77%	**81%**	75%	77%	88%	*	94%	*	78%	50%	88%	84%	73%	69%	80%
At Meets Grade Level or Above	2023	51%	50%	**54%**	42%	47%	69%	*	74%	*	52%	28%	58%	58%	44%	41%	54%
	2022	48%	48%	**51%**	41%	46%	62%	*	76%	*	45%	25%	61%	56%	40%	37%	53%
At Masters Grade Level	2023	21%	22%	**23%**	14%	16%	35%	*	39%	*	23%	10%	25%	25%	18%	13%	19%
	2022	25%	24%	**27%**	20%	21%	34%	*	50%	*	24%	8%	33%	30%	20%	17%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**70%**	58%	63%	84%	*	86%	*	74%	45%	74%	73%	63%	58%	66%
	2022	66%	68%	**74%**	66%	67%	84%	*	89%	*	71%	43%	90%	77%	66%	59%	70%
At Meets Grade Level or Above	2023	36%	37%	**39%**	27%	31%	56%	*	56%	*	47%	25%	42%	43%	32%	24%	33%
	2022	38%	40%	**44%**	35%	39%	55%	*	64%	*	41%	22%	61%	49%	34%	29%	41%
At Masters Grade Level	2023	16%	16%	**18%**	9%	10%	31%	*	28%	*	24%	7%	26%	19%	15%	8%	12%
	2022	18%	18%	**19%**	13%	16%	27%	*	29%	*	15%	9%	24%	21%	15%	10%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**83%**	80%	78%	89%	40%	92%	100%	86%	49%	86%	86%	77%	74%	80%
	2022	70%	72%	**74%**	68%	70%	81%	50%	91%	*	67%	30%	75%	77%	67%	64%	72%
At Meets Grade Level or Above	2023	52%	54%	**57%**	52%	47%	69%	40%	72%	40%	57%	21%	61%	61%	49%	42%	51%
	2022	43%	45%	**45%**	38%	39%	53%	25%	66%	*	44%	15%	49%	47%	40%	33%	40%
At Masters Grade Level	2023	22%	23%	**23%**	19%	15%	32%	0%	37%	40%	16%	6%	26%	25%	17%	14%	21%
	2022	23%	24%	**22%**	15%	18%	31%	13%	34%	*	27%	3%	25%	24%	19%	14%	20%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**83%**	80%	79%	88%	40%	94%	100%	79%	50%	82%	86%	76%	75%	81%
	2022	73%	75%	**82%**	76%	79%	91%	50%	94%	*	76%	50%	80%	86%	75%	74%	82%

	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	2023	40%	42%	**50%**	43%	41%	61%	0%	70%	60%	42%	23%	51%	54%	38%	35%	48%
	2022	39%	42%	**49%**	40%	41%	59%	38%	77%	*	50%	18%	53%	53%	40%	37%	49%
At Masters Grade Level	2023	16%	17%	**19%**	15%	12%	27%	0%	37%	40%	14%	6%	21%	22%	12%	11%	20%
	2022	16%	18%	**21%**	14%	14%	28%	13%	44%	*	22%	5%	27%	24%	14%	12%	21%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	79%	**82%**	79%	77%	90%	67%	93%	*	73%	42%	85%	85%	78%	75%	77%
	2022	80%	81%	**86%**	83%	82%	90%	88%	93%	83%	86%	48%	90%	88%	80%	77%	76%
At Meets Grade Level or Above	2023	55%	56%	**59%**	52%	52%	72%	67%	77%	*	50%	16%	57%	63%	53%	48%	51%
	2022	56%	58%	**64%**	57%	56%	74%	63%	80%	50%	66%	26%	63%	68%	54%	50%	50%
At Masters Grade Level	2023	27%	28%	**28%**	23%	20%	37%	22%	46%	*	26%	3%	28%	30%	23%	18%	23%
	2022	37%	39%	**43%**	36%	37%	50%	13%	63%	50%	52%	10%	45%	47%	35%	31%	31%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	**75%**	69%	68%	87%	56%	90%	*	71%	34%	74%	79%	67%	67%	70%
	2022	61%	61%	**74%**	66%	69%	81%	63%	92%	67%	81%	34%	71%	77%	66%	60%	66%
At Meets Grade Level or Above	2023	37%	38%	**52%**	41%	42%	68%	44%	77%	*	47%	18%	49%	57%	42%	40%	49%
	2022	31%	31%	**45%**	34%	39%	55%	25%	74%	67%	49%	16%	45%	50%	34%	31%	37%
At Masters Grade Level	2023	11%	11%	**19%**	12%	12%	28%	11%	41%	*	18%	4%	28%	22%	13%	11%	18%
	2022	13%	12%	**22%**	14%	17%	29%	25%	45%	17%	25%	6%	24%	24%	16%	13%	17%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	**88%**	86%	86%	93%	75%	93%	86%	90%	52%	82%	91%	83%	82%	79%
	2022	83%	84%	**88%**	84%	85%	91%	78%	97%	*	91%	53%	88%	90%	82%	81%	77%
At Meets Grade Level or Above	2023	58%	57%	**65%**	60%	55%	75%	63%	77%	57%	70%	23%	59%	68%	56%	52%	42%
	2022	58%	59%	**62%**	55%	56%	70%	44%	80%	*	69%	26%	47%	66%	53%	51%	44%
At Masters Grade Level	2023	28%	28%	**33%**	27%	26%	42%	13%	53%	29%	38%	4%	20%	37%	26%	22%	15%
	2022	37%	38%	**40%**	33%	36%	46%	11%	59%	*	45%	10%	30%	44%	32%	29%	25%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	**79%**	77%	77%	81%	88%	87%	80%	86%	46%	71%	81%	76%	74%	73%
	2022	71%	72%	**73%**	65%	72%	79%	71%	87%	*	82%	39%	65%	76%	65%	67%	66%
At Meets Grade Level or Above	2023	46%	46%	**48%**	43%	44%	52%	75%	66%	40%	64%	18%	39%	50%	44%	41%	36%
	2022	40%	39%	**36%**	29%	34%	46%	0%	58%	*	33%	16%	23%	40%	29%	31%	30%

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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)
At Masters Grade Level	2023	17%	17%	**11%**	8%	11%	13%	0%	23%	20%	13%	2%	0%	11%	11%	9%	9%
	2022	14%	14%	**7%**	5%	7%	8%	0%	23%	*	8%	4%	0%	8%	6%	6%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	**81%**	76%	76%	88%	88%	92%	67%	84%	45%	74%	85%	71%	72%	67%
	2022	74%	75%	**81%**	74%	76%	89%	78%	94%	*	87%	44%	78%	85%	73%	73%	69%
At Meets Grade Level or Above	2023	47%	46%	**55%**	48%	47%	66%	25%	77%	33%	59%	22%	52%	60%	44%	43%	40%
	2022	45%	46%	**53%**	43%	45%	64%	56%	78%	*	53%	21%	44%	58%	41%	40%	39%
At Masters Grade Level	2023	17%	16%	**20%**	14%	15%	29%	0%	41%	0%	21%	3%	14%	23%	14%	12%	14%
	2022	24%	24%	**28%**	20%	20%	37%	0%	54%	*	24%	5%	24%	31%	19%	16%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	63%	**73%**	68%	67%	82%	75%	87%	71%	76%	35%	70%	78%	63%	62%	57%
	2022	61%	64%	**72%**	65%	63%	82%	33%	88%	*	80%	39%	63%	76%	61%	59%	51%
At Meets Grade Level or Above	2023	33%	34%	**44%**	38%	34%	54%	13%	66%	29%	48%	18%	36%	49%	32%	31%	27%
	2022	31%	33%	**41%**	33%	29%	53%	0%	62%	*	44%	18%	26%	45%	30%	27%	22%
At Masters Grade Level	2023	16%	17%	**23%**	20%	17%	30%	0%	39%	29%	16%	8%	16%	27%	14%	13%	12%
	2022	18%	20%	**26%**	20%	16%	37%	0%	46%	*	30%	6%	16%	30%	18%	14%	10%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	74%	**78%**	75%	72%	85%	64%	92%	*	83%	37%	72%	80%	73%	69%	58%
	2022	65%	68%	**73%**	65%	69%	81%	70%	89%	*	81%	30%	58%	75%	67%	62%	35%
At Meets Grade Level or Above	2023	52%	55%	**61%**	53%	53%	73%	50%	81%	*	68%	20%	50%	64%	53%	48%	35%
	2022	47%	50%	**56%**	47%	50%	66%	60%	78%	*	66%	19%	36%	59%	48%	43%	15%
At Masters Grade Level	2023	13%	15%	**18%**	12%	11%	28%	0%	37%	*	21%	5%	4%	20%	12%	10%	4%
	2022	11%	11%	**12%**	7%	8%	17%	10%	29%	*	12%	3%	2%	13%	8%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**80%**	77%	75%	87%	89%	91%	*	85%	41%	76%	82%	75%	72%	52%
	2022	72%	74%	**79%**	74%	75%	86%	82%	88%	*	84%	36%	70%	81%	73%	70%	39%
At Meets Grade Level or Above	2023	54%	57%	**62%**	54%	54%	74%	67%	82%	*	72%	22%	37%	65%	55%	51%	28%
	2022	55%	58%	**66%**	59%	60%	77%	55%	79%	*	74%	20%	62%	70%	57%	55%	20%

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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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	9%	**11%**	7%	5%	17%	11%	27%	*	12%	4%	3%	12%	8%	5%	1%
	2022	9%	9%	**11%**	7%	10%	14%	0%	23%	*	13%	3%	6%	13%	7%	6%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	78%	**87%**	85%	84%	92%	83%	93%	*	91%	58%	83%	90%	81%	82%	77%
	2022	76%	75%	**83%**	80%	79%	88%	70%	95%	67%	90%	49%	76%	87%	76%	77%	72%
At Meets Grade Level or Above	2023	43%	43%	**62%**	54%	56%	72%	33%	84%	*	70%	22%	56%	67%	50%	49%	44%
	2022	43%	44%	**60%**	54%	53%	69%	40%	83%	17%	66%	26%	50%	65%	49%	46%	48%
At Masters Grade Level	2023	23%	23%	**38%**	30%	33%	48%	8%	68%	*	37%	10%	33%	43%	27%	28%	26%
	2022	27%	28%	**43%**	35%	35%	53%	30%	73%	17%	49%	10%	30%	48%	32%	29%	34%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	**91%**	90%	88%	95%	100%	96%	100%	95%	70%	93%	92%	89%	88%	80%
	2022	83%	84%	**87%**	83%	84%	91%	67%	97%	40%	91%	62%	64%	90%	79%	80%	64%
At Meets Grade Level or Above	2023	56%	58%	**63%**	55%	55%	77%	50%	85%	80%	69%	25%	50%	69%	51%	50%	37%
	2022	55%	57%	**62%**	55%	53%	73%	56%	85%	0%	71%	26%	43%	67%	51%	47%	21%
At Masters Grade Level	2023	21%	23%	**27%**	19%	18%	38%	8%	55%	40%	29%	5%	23%	30%	19%	16%	9%
	2022	21%	24%	**25%**	18%	18%	34%	11%	53%	0%	27%	7%	10%	29%	18%	14%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**96%**	94%	95%	98%	100%	98%	*	97%	76%	96%	96%	95%	93%	87%
	2022	89%	90%	**94%**	93%	94%	96%	100%	97%	*	95%	72%	90%	95%	93%	92%	86%
At Meets Grade Level or Above	2023	70%	72%	**76%**	68%	73%	85%	63%	86%	*	78%	38%	81%	78%	68%	68%	44%
	2022	68%	70%	**78%**	73%	72%	84%	90%	85%	*	85%	40%	69%	80%	69%	68%	44%
At Masters Grade Level	2023	38%	40%	**43%**	33%	38%	54%	13%	55%	*	48%	11%	50%	44%	37%	33%	13%
	2022	42%	44%	**49%**	42%	43%	57%	20%	66%	*	61%	17%	41%	52%	39%	37%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	**95%**	92%	92%	98%	80%	98%	*	96%	*	*	96%	78%	91%	73%
	2022	92%	94%	**96%**	94%	90%	99%	*	98%	-	91%	-	-	96%	87%	91%	100%
At Meets Grade Level or Above	2023	61%	65%	**71%**	57%	65%	80%	40%	80%	*	76%	*	*	74%	40%	60%	36%
	2022	64%	66%	**71%**	58%	65%	78%	*	84%	-	70%	-	-	73%	53%	61%	86%

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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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	13%	**8%**	1%	1%	13%	0%	12%	*	11%	*	*	8%	5%	4%	0%
	2022	13%	12%	**9%**	7%	7%	8%	*	19%	-	7%	-	-	9%	1%	7%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	77%	**82%**	78%	78%	89%	77%	92%	79%	84%	50%	80%	85%	76%	75%	75%
	2022	74%	75%	**81%**	75%	77%	87%	76%	93%	76%	83%	46%	80%	84%	74%	72%	72%
At Meets Grade Level or Above	2023	49%	50%	**57%**	50%	49%	69%	44%	75%	48%	60%	24%	51%	61%	48%	45%	45%
	2022	48%	50%	**55%**	48%	49%	65%	45%	75%	52%	58%	23%	54%	59%	46%	43%	43%
At Masters Grade Level	2023	20%	21%	**24%**	18%	18%	32%	9%	41%	25%	24%	6%	22%	26%	18%	15%	17%
	2022	23%	24%	**28%**	21%	22%	35%	14%	45%	37%	29%	7%	28%	30%	21%	18%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**83%**	79%	78%	89%	74%	92%	80%	83%	47%	82%	85%	78%	75%	75%
	2022	75%	76%	**81%**	76%	78%	87%	79%	91%	85%	82%	43%	82%	83%	75%	72%	72%
At Meets Grade Level or Above	2023	53%	55%	**60%**	53%	52%	71%	52%	76%	51%	62%	23%	53%	63%	52%	47%	47%
	2022	53%	55%	**59%**	52%	53%	69%	53%	75%	65%	64%	24%	58%	62%	52%	47%	45%
At Masters Grade Level	2023	20%	21%	**23%**	18%	16%	31%	11%	39%	26%	23%	5%	19%	25%	18%	14%	17%
	2022	25%	26%	**28%**	22%	24%	35%	15%	42%	46%	31%	7%	30%	30%	23%	19%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	**82%**	77%	78%	88%	71%	92%	79%	82%	50%	79%	85%	75%	74%	78%
	2022	72%	73%	**80%**	73%	75%	87%	74%	93%	70%	82%	45%	80%	83%	72%	70%	75%
At Meets Grade Level or Above	2023	45%	45%	**55%**	46%	47%	66%	40%	75%	45%	55%	24%	51%	59%	44%	42%	48%
	2022	42%	43%	**51%**	42%	44%	61%	32%	74%	41%	51%	22%	53%	55%	40%	38%	45%
At Masters Grade Level	2023	19%	19%	**23%**	17%	18%	31%	9%	41%	24%	22%	7%	24%	26%	18%	15%	20%
	2022	20%	21%	**25%**	19%	20%	32%	18%	44%	26%	26%	7%	29%	28%	19%	16%	22%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**82%**	77%	77%	89%	92%	92%	80%	85%	55%	79%	84%	76%	74%	70%
	2022	76%	76%	**81%**	76%	77%	88%	76%	94%	67%	84%	50%	78%	85%	73%	72%	68%
At Meets Grade Level or Above	2023	47%	48%	**54%**	45%	46%	67%	33%	73%	53%	59%	24%	47%	58%	43%	40%	36%
	2022	47%	49%	**54%**	46%	47%	65%	52%	77%	33%	56%	23%	50%	59%	43%	40%	36%

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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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	19%	**22%**	15%	15%	33%	4%	42%	27%	25%	5%	22%	25%	16%	13%	12%
	2022	21%	22%	**24%**	17%	18%	33%	5%	47%	25%	23%	7%	20%	27%	17%	14%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	**85%**	81%	81%	90%	88%	92%	75%	86%	54%	80%	88%	77%	77%	67%
	2022	75%	77%	**83%**	79%	78%	89%	68%	92%	83%	87%	54%	74%	86%	75%	75%	63%
At Meets Grade Level or Above	2023	52%	54%	**60%**	53%	54%	70%	38%	76%	38%	63%	27%	53%	64%	48%	48%	32%
	2022	50%	52%	**59%**	53%	50%	69%	47%	74%	83%	63%	28%	43%	63%	48%	47%	30%
At Masters Grade Level	2023	27%	29%	**33%**	26%	28%	43%	6%	47%	25%	32%	9%	29%	36%	24%	23%	12%
	2022	30%	32%	**38%**	31%	29%	47%	11%	56%	67%	44%	11%	26%	41%	28%	25%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	38%	**43%**	39%	33%	53%	40%	63%	20%	44%	21%	40%	46%	36%	32%	41%
	2022	36%	38%	**43%**	38%	37%	51%	44%	57%	*	45%	20%	52%	45%	38%	31%	38%
Reading and Mathematics Including EOC	2023	37%	38%	**43%**	39%	33%	53%	40%	63%	20%	44%	21%	40%	46%	36%	32%	41%
	2022	36%	38%	**43%**	38%	37%	51%	44%	57%	*	45%	20%	52%	45%	38%	31%	38%
Reading Including EOC	2023	50%	51%	**56%**	50%	48%	67%	40%	69%	40%	57%	26%	49%	59%	49%	45%	52%
	2022	51%	53%	**60%**	57%	53%	67%	67%	70%	*	64%	30%	63%	62%	55%	49%	53%
Math Including EOC	2023	45%	45%	**52%**	47%	42%	62%	40%	73%	20%	51%	32%	47%	55%	43%	40%	51%
	2022	43%	44%	**50%**	45%	43%	58%	44%	66%	*	49%	25%	60%	52%	43%	38%	45%
4th Graders																	
Reading and Mathematics	2023	38%	39%	**45%**	38%	37%	56%	29%	62%	40%	45%	20%	37%	48%	38%	31%	40%
	2022	36%	37%	**44%**	33%	35%	57%	*	63%	*	48%	21%	60%	46%	38%	31%	39%
Reading and Mathematics Including EOC	2023	38%	39%	**45%**	38%	37%	56%	29%	62%	40%	45%	20%	37%	48%	38%	31%	40%
	2022	36%	37%	**44%**	33%	35%	57%	*	63%	*	48%	21%	60%	46%	38%	31%	39%
Reading Including EOC	2023	48%	49%	**56%**	51%	47%	67%	43%	70%	80%	53%	24%	52%	58%	50%	42%	50%
	2022	54%	56%	**61%**	51%	55%	71%	*	73%	*	71%	31%	70%	63%	55%	50%	57%
Math Including EOC	2023	48%	48%	**55%**	48%	49%	64%	43%	73%	40%	52%	27%	52%	58%	48%	42%	49%
	2022	43%	44%	**51%**	40%	42%	65%	*	71%	*	53%	27%	64%	54%	45%	38%	46%
5th Graders																	
Reading and Mathematics	2023	43%	43%	**46%**	36%	38%	61%	*	65%	*	49%	23%	44%	51%	36%	33%	43%
	2022	41%	41%	**44%**	36%	36%	53%	*	66%	*	38%	17%	53%	47%	35%	29%	43%

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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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	43%	**46%**	36%	38%	61%	*	65%	*	49%	23%	44%	51%	36%	33%	43%
	2022	41%	41%	**44%**	36%	36%	53%	*	66%	*	38%	17%	53%	47%	35%	29%	43%
Reading Including EOC	2023	57%	57%	**61%**	53%	54%	71%	*	74%	*	64%	32%	52%	64%	53%	49%	57%
	2022	58%	59%	**59%**	54%	51%	69%	*	71%	*	57%	27%	69%	62%	53%	44%	55%
Math Including EOC	2023	51%	51%	**54%**	42%	47%	69%	*	74%	*	52%	28%	58%	58%	44%	41%	54%
	2022	48%	48%	**51%**	41%	46%	62%	*	76%	*	45%	25%	61%	56%	40%	37%	53%
6th Graders																	
Reading and Mathematics	2023	35%	37%	**42%**	35%	32%	54%	0%	61%	40%	38%	16%	44%	46%	32%	28%	38%
	2022	31%	33%	**35%**	27%	28%	42%	25%	60%	*	38%	10%	42%	37%	29%	24%	33%
Reading and Mathematics Including EOC	2023	35%	37%	**42%**	35%	32%	54%	0%	61%	40%	38%	16%	44%	46%	32%	28%	38%
	2022	31%	33%	**35%**	27%	28%	42%	25%	60%	*	38%	10%	42%	37%	29%	24%	33%
Reading Including EOC	2023	52%	54%	**57%**	52%	47%	69%	40%	72%	40%	57%	21%	61%	61%	49%	42%	51%
	2022	43%	45%	**45%**	38%	39%	53%	25%	66%	*	44%	15%	49%	47%	40%	33%	40%
Math Including EOC	2023	40%	43%	**50%**	43%	41%	61%	0%	70%	60%	42%	23%	51%	54%	38%	35%	48%
	2022	40%	42%	**49%**	40%	41%	59%	38%	77%	*	50%	18%	53%	53%	40%	37%	49%
7th Graders																	
Reading and Mathematics	2023	37%	39%	**45%**	34%	36%	61%	44%	69%	*	40%	11%	45%	49%	37%	34%	40%
	2022	32%	33%	**41%**	30%	35%	51%	25%	68%	50%	45%	14%	35%	46%	29%	27%	32%
Reading and Mathematics Including EOC	2023	38%	40%	**45%**	34%	36%	61%	44%	69%	*	40%	11%	45%	49%	37%	34%	40%
	2022	33%	34%	**41%**	30%	35%	51%	25%	68%	50%	45%	14%	35%	46%	29%	27%	32%
Reading Including EOC	2023	55%	56%	**60%**	52%	52%	72%	67%	77%	*	50%	17%	57%	63%	53%	48%	52%
	2022	56%	58%	**64%**	57%	56%	74%	63%	80%	50%	66%	26%	63%	68%	54%	50%	50%
Math Including EOC	2023	43%	45%	**52%**	41%	43%	68%	44%	77%	*	47%	18%	49%	57%	42%	40%	49%
	2022	37%	37%	**45%**	34%	39%	55%	25%	74%	67%	50%	16%	45%	50%	34%	32%	37%
8th Graders																	
Reading and Mathematics	2023	31%	30%	**38%**	35%	33%	43%	50%	52%	20%	51%	14%	26%	39%	35%	30%	26%
	2022	27%	26%	**29%**	23%	27%	36%	0%	50%	*	30%	13%	13%	32%	23%	23%	19%
Reading and Mathematics Including EOC	2023	44%	44%	**53%**	46%	46%	63%	50%	73%	43%	62%	15%	43%	58%	42%	40%	34%
	2022	41%	41%	**45%**	35%	38%	56%	22%	71%	*	46%	14%	33%	50%	32%	32%	30%
Reading Including EOC	2023	58%	59%	**65%**	60%	55%	75%	63%	77%	57%	70%	22%	59%	68%	56%	52%	42%
	2022	58%	60%	**62%**	55%	56%	70%	44%	80%	*	69%	26%	47%	66%	53%	51%	44%

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
MANSFIELD ISD (220908) - TARRANT 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)
Math Including EOC	2023	51%	50%	**62%**	54%	55%	70%	75%	82%	57%	73%	20%	55%	67%	50%	50%	45%
	2022	48%	47%	**52%**	41%	45%	65%	22%	78%	*	50%	17%	42%	58%	38%	40%	41%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	**43%**	36%	35%	55%	32%	63%	30%	44%	18%	40%	47%	36%	31%	39%
	2022	34%	35%	**39%**	31%	33%	49%	26%	62%	43%	41%	16%	45%	43%	32%	28%	35%
Reading and Mathematics Including EOC	2023	39%	40%	**46%**	38%	37%	58%	32%	66%	34%	46%	18%	42%	50%	37%	33%	40%
	2022	36%	38%	**42%**	33%	35%	52%	29%	64%	45%	43%	16%	47%	45%	33%	29%	36%
Reading Including EOC	2023	53%	54%	**59%**	53%	51%	70%	50%	74%	52%	59%	24%	55%	62%	52%	47%	51%
	2022	53%	55%	**59%**	52%	52%	67%	51%	74%	68%	62%	26%	61%	62%	52%	46%	50%
Math Including EOC	2023	47%	47%	**54%**	46%	46%	66%	42%	75%	41%	53%	25%	52%	58%	44%	42%	49%
	2022	43%	44%	**50%**	40%	43%	61%	32%	74%	50%	49%	21%	55%	54%	40%	37%	45%

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

- Indicates there are no students in the group.

	School Year	State	Region11	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	**59%**	58%	53%	63%	57%	68%	*	59%	49%	57%	59%	58%	54%	54%
Grade 4 Mathematics	2023	63%	62%	**67%**	64%	63%	72%	50%	77%	*	62%	54%	68%	67%	66%	61%	62%
Grade 5 ELA/Reading	2023	65%	64%	**66%**	64%	63%	68%	*	75%	*	69%	49%	56%	67%	62%	61%	65%
Grade 5 Mathematics	2023	71%	70%	**68%**	63%	68%	74%	*	76%	*	61%	77%	70%	70%	64%	66%	70%
Grade 6 ELA/Reading	2023	51%	51%	**56%**	53%	49%	63%	*	69%	*	58%	42%	60%	58%	52%	49%	55%
Grade 6 Mathematics	2023	54%	57%	**63%**	64%	56%	67%	*	71%	*	59%	59%	63%	62%	66%	60%	59%
Grade 7 ELA/Reading	2023	71%	70%	**74%**	72%	67%	81%	72%	81%	*	67%	49%	66%	75%	70%	68%	70%
Grade 7 Mathematics	2023	56%	55%	**63%**	57%	57%	72%	56%	78%	*	59%	41%	63%	65%	59%	58%	61%
Grade 8 ELA/Reading	2023	63%	62%	**66%**	62%	63%	70%	58%	76%	70%	68%	48%	60%	67%	61%	59%	59%
Grade 8 Mathematics	2023	74%	73%	**78%**	79%	76%	75%	83%	86%	*	84%	58%	79%	78%	78%	76%	73%
End of Course English I	2023	57%	57%	**62%**	61%	56%	67%	55%	72%	*	63%	43%	65%	63%	59%	58%	55%
End of Course English II	2023	74%	74%	**77%**	77%	73%	80%	86%	82%	*	82%	60%	68%	78%	74%	72%	62%
End of Course Algebra I	2023	76%	77%	**87%**	87%	85%	87%	81%	95%	*	88%	79%	95%	88%	83%	84%	82%
All Grades Both Subjects	2023	64%	64%	**68%**	67%	64%	72%	60%	77%	66%	68%	54%	66%	69%	66%	64%	63%
All Grades ELA/Reading	2023	63%	62%	**66%**	64%	61%	70%	59%	75%	63%	67%	48%	61%	67%	63%	60%	60%
All Grades Mathematics	2023	66%	66%	**71%**	69%	68%	75%	62%	81%	70%	69%	61%	72%	72%	69%	68%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**42%**	44%	35%	49%	-	44%	-	50%	30%	38%	39%	48%	41%	33%
Grade 4 Mathematics	2023	27%	24%	**29%**	30%	24%	41%	-	6%	-	19%	13%	20%	28%	31%	28%	27%
Grade 5 ELA/Reading	2023	37%	36%	**41%**	38%	49%	46%	*	30%	-	24%	21%	55%	43%	39%	39%	43%
Grade 5 Mathematics	2023	48%	45%	**51%**	47%	53%	58%	*	67%	-	48%	42%	41%	55%	45%	48%	53%
Grade 6 ELA/Reading	2023	26%	25%	**35%**	36%	24%	40%	*	63%	-	50%	23%	38%	38%	31%	32%	34%
Grade 6 Mathematics	2023	35%	37%	**46%**	48%	44%	44%	*	50%	-	45%	24%	64%	44%	48%	45%	44%
Grade 7 ELA/Reading	2023	39%	38%	**45%**	47%	36%	59%	*	53%	*	33%	25%	58%	46%	42%	41%	38%
Grade 7 Mathematics	2023	22%	21%	**26%**	30%	22%	26%	*	21%	*	26%	13%	44%	27%	25%	26%	21%
Grade 8 ELA/Reading	2023	39%	38%	**46%**	45%	48%	45%	-	56%	*	40%	25%	43%	49%	42%	43%	52%
Grade 8 Mathematics	2023	49%	47%	**57%**	56%	60%	54%	*	59%	*	50%	27%	60%	59%	54%	55%	54%
End of Course English I	2023	26%	28%	**29%**	33%	29%	24%	*	43%	-	20%	12%	43%	27%	32%	29%	29%
End of Course English II	2023	41%	42%	**46%**	48%	40%	52%	*	56%	*	48%	28%	60%	47%	44%	43%	29%
End of Course Algebra I	2023	58%	56%	**70%**	74%	63%	71%	*	67%	*	86%	52%	58%	72%	68%	68%	65%
All Grades Both Subjects	2023	38%	37%	**45%**	46%	42%	49%	20%	47%	44%	41%	26%	49%	46%	43%	43%	41%
All Grades ELA/Reading	2023	35%	35%	**41%**	42%	38%	46%	11%	49%	*	38%	24%	49%	42%	40%	39%	37%
All Grades Mathematics	2023	40%	39%	**48%**	50%	46%	51%	27%	45%	60%	44%	29%	49%	50%	46%	46%	46%

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

\- Indicates there are no students in the group.

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	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	2023	76%	77%	**82%**	68%	-	-	71%	64%	-	71%	78%	65%	66%	71%	83%	70%	94%
	2022	74%	75%	**81%**	71%	-	-	73%	70%	-	65%	70%	60%	47%	72%	82%	65%	92%
At Meets Grade Level or Above	2023	49%	50%	**57%**	38%	-	-	38%	37%	-	39%	48%	30%	33%	38%	59%	38%	76%
	2022	48%	50%	**55%**	41%	-	-	38%	43%	-	34%	39%	29%	17%	43%	57%	34%	70%
At Masters Grade Level	2023	20%	21%	**24%**	13%	-	-	11%	14%	-	13%	18%	8%	8%	13%	25%	12%	37%
	2022	23%	24%	**28%**	18%	-	-	17%	20%	-	15%	18%	11%	3%	24%	28%	15%	41%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**83%**	70%	-	-	74%	65%	-	71%	80%	63%	55%	73%	84%	71%	94%
	2022	75%	76%	**81%**	72%	-	-	74%	70%	-	65%	72%	64%	33%	70%	82%	65%	94%
At Meets Grade Level or Above	2023	53%	55%	**60%**	41%	-	-	43%	38%	-	40%	50%	32%	29%	41%	62%	40%	80%
	2022	53%	55%	**59%**	43%	-	-	44%	41%	-	37%	43%	32%	15%	44%	61%	37%	74%
At Masters Grade Level	2023	20%	21%	**23%**	14%	-	-	13%	15%	-	12%	19%	5%	7%	16%	24%	12%	33%
	2022	25%	26%	**28%**	20%	-	-	19%	21%	-	17%	22%	11%	0%	26%	28%	17%	49%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	**82%**	70%	-	-	73%	66%	-	75%	79%	69%	74%	77%	82%	74%	93%
	2022	72%	73%	**80%**	73%	-	-	72%	74%	-	69%	72%	63%	52%	79%	80%	70%	92%
At Meets Grade Level or Above	2023	45%	45%	**55%**	38%	-	-	38%	38%	-	43%	50%	34%	42%	41%	55%	42%	75%
	2022	42%	43%	**51%**	40%	-	-	32%	47%	-	37%	40%	31%	17%	40%	51%	37%	72%
At Masters Grade Level	2023	19%	19%	**23%**	13%	-	-	11%	16%	-	16%	19%	12%	12%	14%	23%	15%	41%
	2022	20%	21%	**25%**	19%	-	-	14%	23%	-	17%	19%	13%	2%	23%	25%	17%	39%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**82%**	52%	-	-	52%	51%	-	66%	69%	66%	65%	53%	83%	65%	95%
	2022	76%	76%	**81%**	58%	-	-	75%	56%	-	59%	62%	58%	47%	62%	83%	59%	92%
At Meets Grade Level or Above	2023	47%	48%	**54%**	24%	-	-	21%	28%	-	29%	36%	25%	26%	31%	55%	28%	74%
	2022	47%	49%	**54%**	37%	-	-	50%	35%	-	23%	24%	27%	2%	48%	56%	24%	67%
At Masters Grade Level	2023	18%	19%	**22%**	5%	-	-	5%	5%	-	9%	12%	7%	9%	13%	23%	8%	35%
	2022	21%	22%	**24%**	5%	-	-	13%	4%	-	7%	7%	10%	0%	24%	25%	7%	34%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	**85%**	*	-	-	-	*	-	60%	52%	56%	83%	56%	86%	60%	94%
	2022	75%	77%	**83%**	-	-	-	-	-	-	47%	27%	32%	83%	67%	85%	50%	88%
At Meets Grade Level or Above	2023	52%	54%	**60%**	*	-	-	-	*	-	26%	23%	24%	36%	20%	62%	25%	72%
	2022	50%	52%	**59%**	-	-	-	-	-	-	15%	1%	10%	32%	44%	61%	17%	65%
At Masters Grade Level	2023	27%	29%	**33%**	*	-	-	-	*	-	7%	8%	8%	7%	0%	35%	7%	39%
	2022	30%	32%	**38%**	-	-	-	-	-	-	5%	0%	2%	12%	22%	40%	6%	39%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**68%**	53%	-	-	57%	49%	-	61%	62%	61%	65%	60%	69%	60%	77%
All Grades ELA/Reading	2023	63%	62%	**66%**	51%	-	-	57%	46%	-	57%	59%	56%	64%	59%	67%	56%	74%

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	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 Mathematics	2023	66%	66%	**71%**	54%	-	-	57%	51%	-	65%	65%	66%	65%	62%	72%	63%	83%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**45%**	28%	-	-	38%	20%	-	41%	41%	41%	48%	49%	46%	40%	64%
All Grades ELA/Reading	2023	35%	35%	**41%**	26%	-	-	35%	20%	-	37%	39%	35%	43%	45%	43%	35%	63%
All Grades Mathematics	2023	40%	39%	**48%**	29%	-	-	40%	20%	-	46%	44%	49%	54%	52%	49%	44%	65%

* 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Included in Accountability	93%	93%	**95%**	94%	94%	97%	95%	95%	99%	95%	96%	87%	98%	88%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	4%	2%	5%	2%	0%	5%	3%	12%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	0%	2%	0%	0%	1%	0%	0%	2%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Absent	1%	1%	**0%**	1%	1%	0%	0%	0%	1%	0%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	97%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	92%	92%	**94%**	94%	93%	96%	94%	94%	97%	94%	95%	87%	98%	88%	94%	89%
Not Included in Accountability: Mobile	4%	5%	**4%**	5%	4%	2%	6%	2%	0%	5%	2%	12%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	3%	1%	0%	4%	0%	0%	1%	1%	1%	3%	2%	8%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	3%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	3%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	**95%**	94%	95%	97%	93%	96%	100%	94%	96%	88%	98%	89%	95%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	4%	2%	7%	3%	0%	5%	2%	12%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	100%	100%	98%	98%	99%	98%	99%	99%
Included in Accountability	93%	94%	**95%**	94%	94%	97%	96%	96%	100%	95%	95%	86%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	5%	3%	2%	4%	2%	0%	4%	3%	12%	1%	8%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	0%	0%	2%	2%	1%	2%	1%	1%

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Texas Education Agency
2022-23 STAAR Participation (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

	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)
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	2%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	100%	100%	100%	98%	100%	99%	99%	99%	98%
Included in Accountability	94%	94%	96%	95%	96%	97%	100%	96%	100%	99%	96%	89%	98%	89%	95%	92%
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	0%	1%	0%	1%	2%	11%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	2%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	92%	97%	98%	93%	97%	100%	97%	*	100%	*	*	97%	91%	98%	85%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	99%	98%	99%	97%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	93%	95%	94%	94%	97%	94%	96%	97%	96%	95%	89%	98%	89%	95%	93%
Not Included in Accountability: Mobile	5%	5%	3%	5%	4%	2%	4%	2%	0%	4%	2%	10%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	1%	1%	1%	1%	2%	1%	3%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	2%	0%	3%	0%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	99%	99%	99%	98%	100%	96%	99%	98%	99%	99%	98%	99%	100%
Included in Accountability	92%	92%	95%	94%	93%	96%	95%	96%	96%	95%	94%	90%	97%	88%	95%	90%
Not Included in Accountability: Mobile	5%	5%	3%	4%	4%	2%	3%	2%	0%	4%	2%	9%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	1%	0%	2%	0%	0%	2%	0%	1%	2%	1%	6%
Not Tested	1%	1%	1%	1%	1%	1%	2%	0%	4%	1%	2%	1%	1%	2%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	2%	0%	4%	0%	2%	1%	1%	2%	1%	0%
Other	0%	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%	99%	100%	100%	99%	99%	99%	99%	99%	100%
Included in Accountability	93%	94%	95%	94%	95%	97%	98%	97%	100%	96%	96%	90%	98%	89%	96%	95%

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	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)
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	4%	3%	2%	2%	0%	4%	3%	10%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	1%	0%	0%	1%	1%	1%	1%	1%	0%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	98%	99%	99%	96%	99%	100%	100%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	94%	**95%**	93%	95%	97%	91%	96%	100%	96%	96%	89%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	2%	4%	2%	0%	4%	2%	9%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	2%	1%	**1%**	2%	1%	1%	4%	1%	0%	0%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	4%	0%	0%	0%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	99%	99%	99%	95%	100%	86%	99%	99%	99%	99%	98%	98%	99%
Included in Accountability	94%	95%	**96%**	94%	95%	98%	86%	98%	86%	95%	96%	86%	98%	89%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	1%	9%	2%	0%	3%	2%	13%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	3%
Not Tested	2%	1%	**1%**	1%	1%	1%	5%	0%	14%	1%	1%	1%	1%	2%	2%	1%
Absent	1%	1%	**1%**	1%	1%	1%	5%	0%	14%	1%	1%	1%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	86%	**91%**	89%	84%	95%	*	92%	-	94%	*	-	92%	80%	90%	74%

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

- Indicates there are no students in the group.

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	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													
2021-22	92.2%	92.7%	**93.7%**	94.0%	92.7%	93.6%	92.8%	95.6%	92.6%	93.5%	92.2%	92.4%	93.8%
2020-21	95.0%	95.2%	**96.0%**	96.2%	94.9%	96.1%	93.8%	97.8%	94.9%	96.2%	94.4%	94.4%	95.3%
Chronic Absenteeism													
2021-22	25.7%	23.8%	**18.8%**	18.3%	22.3%	18.0%	27.7%	9.9%	26.0%	20.3%	25.8%	24.7%	17.6%
2020-21	15.0%	14.5%	**10.9%**	11.0%	14.0%	9.5%	18.4%	4.4%	12.8%	11.3%	16.8%	16.7%	13.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.8%	**0.4%**	0.4%	0.3%	0.4%	0.0%	0.2%	0.0%	0.7%	0.7%	0.6%	1.0%
2020-21	0.9%	0.8%	**0.7%**	0.7%	0.5%	0.8%	0.0%	0.7%	0.0%	0.3%	1.3%	0.9%	0.2%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.1%	**1.2%**	1.2%	1.7%	1.1%	2.6%	0.1%	0.0%	0.7%	1.6%	2.1%	2.7%
2020-21	2.4%	2.1%	**1.2%**	1.0%	1.8%	1.4%	2.6%	0.1%	0.0%	0.7%	1.3%	2.0%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	89.5%	**95.8%**	97.1%	93.0%	96.3%	83.3%	97.6%	*	96.6%	91.6%	93.5%	87.2%
Received TxCHSE	0.3%	0.3%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.8%	*	0.0%	0.0%	0.1%	0.8%
Continued HS	3.5%	4.0%	**1.2%**	0.5%	2.0%	1.2%	0.0%	1.2%	*	2.5%	3.0%	1.2%	3.8%
Dropped Out	6.4%	6.2%	**2.9%**	2.4%	4.8%	2.6%	16.7%	0.4%	*	0.8%	5.5%	5.2%	8.3%
Graduates and TxCHSE	90.0%	89.8%	**95.9%**	97.1%	93.2%	96.3%	83.3%	98.4%	*	96.6%	91.6%	93.6%	88.0%
Graduates, TxCHSE, and Continuers	93.6%	93.8%	**97.1%**	97.6%	95.2%	97.4%	83.3%	99.6%	*	99.2%	94.5%	94.8%	91.7%
Class of 2021													
Graduated	90.0%	90.2%	**94.9%**	96.0%	92.5%	94.4%	77.8%	99.6%	*	97.8%	87.8%	91.8%	87.3%
Received TxCHSE	0.3%	0.3%	**0.1%**	0.0%	0.1%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	3.9%	4.1%	**1.7%**	1.9%	2.8%	1.1%	0.0%	0.0%	*	1.5%	5.6%	3.6%	2.9%
Dropped Out	5.8%	5.3%	**3.2%**	2.1%	4.6%	4.1%	22.2%	0.4%	*	0.7%	6.6%	4.4%	9.8%
Graduates and TxCHSE	90.3%	90.5%	**95.1%**	96.0%	92.6%	94.7%	77.8%	99.6%	*	97.8%	87.8%	91.9%	87.3%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	**96.8%**	97.9%	95.4%	95.9%	77.8%	99.6%	*	99.3%	93.4%	95.6%	90.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	92.9%	**96.4%**	97.5%	94.7%	95.5%	77.8%	99.6%	*	99.2%	92.6%	94.7%	89.4%
Received TxCHSE	0.4%	0.4%	**0.3%**	0.0%	0.1%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	1.0%	1.1%	**0.1%**	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	1.0%	0.3%	0.0%
Dropped Out	6.3%	5.6%	**3.2%**	2.5%	4.8%	3.6%	22.2%	0.4%	*	0.8%	6.4%	4.9%	10.6%
Graduates and TxCHSE	92.7%	93.3%	**96.7%**	97.5%	94.8%	96.4%	77.8%	99.6%	*	99.2%	92.6%	94.9%	89.4%

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Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	94.4%	**96.8%**	97.5%	95.2%	96.4%	77.8%	99.6%	*	99.2%	93.6%	95.1%	89.4%
Class of 2020													
Graduated	92.2%	93.1%	**96.6%**	97.1%	95.7%	96.6%	80.0%	99.2%	*	94.3%	90.8%	94.3%	91.6%
Received TxCHSE	0.5%	0.6%	**0.5%**	0.2%	0.1%	0.7%	6.7%	0.0%	*	2.4%	1.4%	0.5%	0.0%
Continued HS	1.1%	1.3%	**0.2%**	0.1%	0.3%	0.1%	0.0%	0.4%	*	0.0%	1.0%	0.2%	0.0%
Dropped Out	6.2%	5.0%	**2.8%**	2.5%	3.8%	2.6%	13.3%	0.4%	*	3.3%	6.8%	5.0%	8.4%
Graduates and TxCHSE	92.7%	93.7%	**97.0%**	97.4%	95.9%	97.3%	86.7%	99.2%	*	96.7%	92.3%	94.8%	91.6%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**97.2%**	97.5%	96.2%	97.4%	86.7%	99.6%	*	96.7%	93.2%	95.0%	91.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.8%	**96.8%**	97.4%	96.0%	96.7%	80.0%	99.2%	*	94.3%	91.9%	94.5%	91.6%
Received TxCHSE	0.5%	0.6%	**0.5%**	0.2%	0.1%	0.8%	6.7%	0.0%	*	2.4%	1.4%	0.5%	0.0%
Continued HS	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.0%	**2.7%**	2.4%	3.8%	2.5%	13.3%	0.8%	*	3.3%	6.6%	5.0%	8.4%
Graduates and TxCHSE	93.2%	94.4%	**97.3%**	97.6%	96.2%	97.5%	86.7%	99.2%	*	96.7%	93.4%	95.0%	91.6%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**97.3%**	97.6%	96.2%	97.5%	86.7%	99.2%	*	96.7%	93.4%	95.0%	91.6%
Class of 2019													
Graduated	92.6%	93.8%	**97.1%**	97.2%	96.0%	97.1%	87.5%	99.5%	*	98.3%	93.5%	95.2%	92.5%
Received TxCHSE	0.6%	0.7%	**0.4%**	0.5%	0.0%	0.8%	0.0%	0.0%	*	0.8%	0.0%	0.5%	0.0%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.9%	**2.5%**	2.3%	4.0%	2.1%	12.5%	0.5%	*	0.8%	6.5%	4.3%	7.5%
Graduates and TxCHSE	93.2%	94.4%	**97.5%**	97.7%	96.0%	97.9%	87.5%	99.5%	*	99.2%	93.5%	95.7%	92.5%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**97.5%**	97.7%	96.0%	97.9%	87.5%	99.5%	*	99.2%	93.5%	95.7%	92.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	89.5%	**95.0%**	96.2%	92.7%	95.0%	83.3%	97.6%	*	95.8%	84.8%	92.6%	84.7%
Class of 2021	90.0%	90.2%	**94.3%**	95.4%	91.9%	93.6%	77.8%	98.7%	*	97.1%	83.1%	91.3%	87.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	**0.4%**	0.2%	0.7%	0.5%	0.0%	0.0%	*	0.0%	1.8%	0.7%	1.7%
Class of 2021	3.8%	2.8%	**0.7%**	0.4%	0.9%	1.0%	0.0%	0.9%	*	0.0%	0.6%	1.7%	3.4%
FHSP-DLA Graduates (Longitudinal Rate)													

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	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 2022	84.3%	81.7%	**81.7%**	79.4%	76.4%	85.4%	100.0%	94.3%	*	80.7%	24.9%	72.8%	60.3%
Class of 2021	81.9%	81.9%	**82.5%**	80.7%	79.0%	85.3%	71.4%	89.6%	*	81.7%	23.8%	74.4%	57.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	85.2%	**82.1%**	79.6%	77.1%	85.9%	100.0%	94.3%	*	80.7%	26.7%	73.4%	62.1%
Class of 2021	85.7%	84.7%	**83.2%**	81.1%	79.9%	86.3%	71.4%	90.4%	*	81.7%	24.4%	76.1%	60.7%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	14.5%	*	-	*	-	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	**0.3%**	0.2%	0.7%	0.4%	0.0%	0.0%	*	0.0%	1.7%	0.6%	2.5%
2020-21	3.8%	2.7%	**0.7%**	0.4%	0.9%	1.1%	0.0%	0.4%	*	0.0%	0.5%	1.7%	3.3%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	79.6%	**80.2%**	77.2%	75.0%	84.1%	100.0%	93.2%	*	80.2%	21.9%	70.7%	57.1%
2020-21	80.4%	80.4%	**81.4%**	80.0%	77.3%	84.2%	71.4%	89.8%	*	79.9%	22.1%	72.9%	57.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	83.1%	**80.5%**	77.4%	75.7%	84.5%	100.0%	93.2%	*	80.2%	23.6%	71.4%	59.7%
2020-21	84.1%	83.0%	**82.1%**	80.4%	78.1%	85.2%	71.4%	90.3%	*	79.9%	22.5%	74.6%	61.1%

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	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	2,933	100.0%	368,686	100.0%
By Ethnicity:				
African American	1,014	34.6%	45,227	12.3%
Hispanic	715	24.4%	191,125	51.8%
White	831	28.3%	103,171	28.0%
American Indian	5	0.2%	1,159	0.3%
Asian	251	8.6%	18,794	5.1%
Pacific Islander	1	0.0%	569	0.2%
Two or More Races	116	4.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	572	19.5%	51,023	13.8%
Foundation H.S. Program (Endorsement)	10	0.3%	14,179	3.8%
Foundation H.S. Program (DLA)	2,351	80.2%	302,917	82.2%
Special Education Graduates	242	8.3%	32,447	8.8%
Economically Disadvantaged Graduates	1,094	37.3%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	119	4.1%	40,398	11.0%
At-Risk Graduates	901	30.7%	159,689	43.3%

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Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

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)													
2021-22	70.0%	66.6%	**62.9%**	52.9%	56.9%	73.4%	100.0%	81.7%	*	69.0%	73.6%	52.0%	36.1%
2020-21	65.2%	61.8%	**63.0%**	54.4%	58.5%	71.5%	28.6%	81.9%	*	58.2%	74.3%	52.4%	43.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	50.1%	**52.5%**	42.9%	44.8%	62.8%	40.0%	77.3%	*	56.9%	3.7%	40.4%	17.6%
2020-21	52.7%	48.8%	**54.2%**	45.8%	47.0%	63.0%	14.3%	76.1%	*	54.5%	5.2%	41.8%	23.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.6%	**61.1%**	52.0%	54.0%	71.5%	60.0%	82.9%	*	62.1%	7.0%	47.7%	21.0%
2020-21	56.1%	56.6%	**61.7%**	55.6%	54.2%	70.0%	14.3%	77.9%	*	62.7%	5.8%	50.1%	11.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	47.7%	**56.1%**	50.8%	46.7%	63.3%	40.0%	78.5%	*	59.5%	11.2%	46.4%	27.7%
2020-21	45.7%	43.5%	**52.6%**	45.2%	44.6%	59.7%	14.3%	75.7%	*	59.7%	8.4%	40.8%	23.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.0%	**47.2%**	37.9%	38.3%	57.8%	20.0%	73.7%	*	51.7%	2.9%	35.6%	15.1%
2020-21	40.4%	38.8%	**44.9%**	36.7%	35.9%	53.6%	14.3%	69.5%	*	50.0%	4.2%	32.7%	11.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	20.6%	**22.1%**	12.9%	16.8%	30.9%	40.0%	43.0%	*	25.0%	0.0%	13.7%	9.2%
2020-21	21.3%	22.1%	**24.5%**	15.2%	19.6%	33.7%	0.0%	42.0%	*	25.4%	1.0%	16.4%	14.4%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.6%	**2.3%**	2.1%	3.6%	1.3%	0.0%	2.8%	*	1.7%	0.4%	3.3%	0.0%
2020-21	2.6%	1.4%	**1.7%**	1.2%	2.7%	0.8%	0.0%	4.0%	*	2.2%	0.5%	1.6%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	18.6%	**24.1%**	19.4%	18.9%	29.8%	40.0%	39.0%	*	21.6%	1.2%	19.6%	4.2%
2020-21	25.9%	20.3%	**29.6%**	25.6%	24.7%	35.9%	0.0%	40.3%	*	23.1%	1.0%	23.1%	4.4%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	5.5%	**0.0%**	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
2020-21	4.4%	5.5%	**0.0%**	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)													
2021-22	33.5%	30.1%	**20.6%**	17.0%	21.1%	22.9%	80.0%	25.9%	*	19.8%	73.6%	19.9%	23.5%
2020-21	24.2%	23.3%	**18.4%**	16.2%	20.6%	20.1%	28.6%	17.7%	*	11.9%	73.8%	18.3%	21.1%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.9%	**15.3%**	10.6%	15.9%	17.9%	60.0%	24.7%	*	12.9%	9.9%	12.9%	10.9%

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
2020-21	18.4%	18.2%	**13.9%**	10.7%	15.5%	16.3%	14.3%	15.5%	*	9.7%	7.9%	11.6%	8.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.2%	**0.0%**	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.8%	**4.2%**	5.4%	3.5%	4.0%	0.0%	0.8%	*	6.0%	50.0%	5.7%	10.1%
2020-21	2.4%	2.7%	**3.7%**	4.8%	4.3%	2.7%	14.3%	1.8%	*	1.5%	53.9%	5.8%	12.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	3.8%	**1.9%**	1.5%	2.4%	2.4%	20.0%	0.8%	*	1.7%	23.6%	2.0%	3.4%
2020-21	4.4%	3.5%	**1.5%**	1.1%	2.2%	1.5%	14.3%	0.9%	*	1.5%	22.5%	1.9%	3.3%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
MANSFIELD ISD (220908) - TARRANT COUNTY

	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	2021-22	22.8%	21.2%	**38.2%**	32.8%	36.4%	41.8%	40.0%	53.4%	*	37.1%	5.0%	32.5%	13.4%
	2020-21	25.9%	24.5%	**40.9%**	35.8%	36.4%	46.6%	0.0%	55.8%	*	39.6%	2.6%	33.1%	5.6%
Mathematics	2021-22	18.7%	15.3%	**26.4%**	21.9%	24.3%	30.6%	40.0%	34.7%	*	28.4%	2.5%	22.1%	10.9%
	2020-21	19.4%	15.9%	**26.6%**	23.2%	23.6%	28.8%	0.0%	39.8%	*	29.1%	3.1%	21.1%	11.1%
Both Subjects	2021-22	12.6%	10.3%	**20.5%**	17.5%	19.6%	22.9%	20.0%	27.5%	*	19.8%	1.2%	17.2%	5.9%
	2020-21	14.4%	12.0%	**21.6%**	18.4%	19.3%	23.4%	0.0%	33.2%	*	23.9%	1.6%	17.5%	4.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	12.5%	**0.6%**	0.9%	0.7%	0.0%	0.0%	1.2%	*	0.0%	0.0%	0.9%	3.4%
	2020-21	8.6%	7.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	13.9%	**15.5%**	21.9%	15.5%	9.7%	0.0%	9.2%	*	14.7%	7.4%	16.1%	11.8%
	2020-21	10.3%	7.9%	**12.8%**	15.5%	12.4%	10.9%	0.0%	8.4%	*	17.2%	4.2%	11.8%	10.0%
Both Subjects	2021-22	7.5%	6.8%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.4%	*	0.0%	0.0%	0.1%	0.8%
	2020-21	4.9%	2.6%	**0.0%**	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	2022	23.0%	22.1%	**31.6%**	25.7%	25.1%	36.5%	20.0%	56.3%	50.0%	33.9%	1.9%	22.8%	12.0%
	2021	21.1%	20.9%	**27.3%**	20.2%	21.2%	34.4%	7.7%	48.4%	12.5%	27.9%	1.6%	17.6%	10.8%
English Language Arts	2022	13.2%	12.1%	**15.1%**	13.6%	11.3%	17.7%	0.0%	23.1%	33.3%	17.3%	0.4%	9.7%	2.9%
	2021	12.1%	11.3%	**13.2%**	10.6%	9.1%	16.6%	0.0%	22.4%	0.0%	16.0%	0.4%	7.5%	0.0%
Mathematics	2022	6.9%	6.4%	**7.0%**	4.2%	4.5%	8.8%	6.7%	18.8%	0.0%	7.7%	0.2%	3.7%	2.9%
	2021	6.1%	6.1%	**6.0%**	3.0%	3.1%	8.4%	0.0%	17.5%	0.0%	8.0%	0.2%	3.3%	3.2%
Science	2022	9.6%	9.6%	**18.1%**	12.8%	12.8%	23.0%	0.0%	38.3%	0.0%	19.0%	0.9%	11.8%	5.8%
	2021	8.7%	9.2%	**16.4%**	10.2%	10.4%	23.2%	7.7%	34.7%	12.5%	17.2%	0.6%	9.8%	7.2%
Social Studies	2022	12.5%	12.6%	**17.5%**	13.9%	13.0%	20.6%	20.0%	32.3%	33.3%	21.0%	1.1%	11.7%	5.4%
	2021	11.6%	12.1%	**14.6%**	10.7%	10.9%	18.5%	7.7%	27.3%	12.5%	15.6%	0.4%	8.3%	2.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	57.5%	**47.4%**	33.7%	40.7%	57.5%	*	55.9%	*	54.8%	20.0%	36.5%	41.4%
	2021	48.6%	52.5%	**44.9%**	34.0%	39.9%	52.0%	*	50.2%	*	49.3%	25.0%	35.4%	50.0%
English Language Arts	2022	53.2%	62.4%	**58.9%**	42.6%	46.9%	72.2%	-	74.1%	*	72.1%	*	39.9%	28.6%
	2021	42.7%	51.3%	**44.0%**	31.2%	38.8%	52.8%	-	47.2%	-	54.8%	*	31.8%	-
Mathematics	2022	50.4%	54.0%	**37.3%**	36.3%	25.0%	36.1%	*	47.7%	-	42.1%	*	33.8%	57.1%
	2021	49.4%	53.4%	**43.1%**	30.5%	43.2%	44.5%	-	47.0%	-	52.4%	*	42.0%	57.1%
Science	2022	44.7%	48.4%	**36.2%**	20.9%	32.4%	45.3%	-	43.0%	-	29.8%	40.0%	26.5%	14.3%
	2021	41.4%	42.4%	**33.7%**	22.8%	25.9%	39.9%	*	37.2%	*	40.0%	*	23.0%	25.0%

	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
Social Studies	2022	41.9%	47.5%	**34.2%**	24.2%	26.1%	42.4%	*	38.4%	*	46.2%	16.7%	20.3%	0.0%
	2021	42.2%	46.7%	**42.5%**	28.8%	31.8%	51.9%	*	49.6%	*	56.1%	*	26.2%	33.3%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	71.6%	**85.6%**	86.7%	78.6%	87.6%	100.0%	90.8%	*	92.2%	57.6%	79.8%	73.3%
	2020-21	70.8%	71.9%	**79.7%**	81.2%	75.1%	80.8%	42.9%	85.4%	*	76.9%	49.7%	75.4%	72.2%
At/Above Criterion for All Examinees	2021-22	32.1%	36.2%	**34.3%**	22.0%	23.7%	48.1%	20.0%	64.5%	*	35.5%	1.4%	22.8%	9.4%
	2020-21	32.9%	37.2%	**37.3%**	24.3%	29.4%	49.7%	*	60.1%	*	42.7%	3.2%	24.7%	6.2%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1024	**994**	939	948	1053	942	1123	*	1009	755	935	821
	2020-21	1002	1014	**1010**	964	964	1061	843	1104	1115	1058	750	954	813
English Language Arts and Writing	2021-22	506	518	**501**	476	476	532	482	556	*	511	370	468	393
	2020-21	504	511	**514**	494	491	540	433	544	580	541	376	485	399
Mathematics	2021-22	496	506	**493**	463	472	521	460	567	*	498	385	467	429
	2020-21	498	503	**496**	469	472	521	410	559	535	518	374	469	414
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.6	**21.8**	19.3	21.7	24.2	*	22.9	-	22.8	*	19.7	*
	2020-21	20.0	21.3	**22.6**	19.7	22.1	24.8	-	26.9	-	25.7	15.0	20.5	13.0
English Language Arts	2021-22	19.2	19.4	**22.2**	19.7	21.6	24.8	*	23.6	-	23.8	*	19.7	*
	2020-21	19.6	21.1	**22.6**	19.7	22.2	24.9	-	26.9	-	25.6	14.0	20.6	12.3
Mathematics	2021-22	19.3	19.3	**20.5**	18.1	21.2	22.6	*	22.7	-	19.9	*	19.2	*
	2020-21	19.9	20.9	**22.0**	19.1	21.4	24.0	-	27.4	-	24.9	16.0	20.0	14.0
Science	2021-22	19.8	19.8	**21.7**	19.3	22.2	24.2	*	21.7	-	23.4	*	19.8	*
	2020-21	20.3	21.5	**22.6**	19.8	22.5	24.8	-	26.0	-	25.9	15.0	20.4	14.0

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	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	2021-22	44.2%	40.6%	**44.1%**	38.2%	37.1%	50.3%	33.3%	70.1%	30.8%	45.4%	9.3%	34.0%	17.0%
	2020-21	42.5%	40.9%	**45.3%**	39.1%	38.6%	51.7%	23.7%	69.1%	43.8%	46.3%	9.0%	33.8%	18.1%
English Language Arts	2021-22	16.6%	13.9%	**15.3%**	13.2%	11.0%	19.0%	9.1%	25.9%	25.0%	13.4%	1.2%	10.1%	1.6%
	2020-21	16.3%	14.7%	**16.5%**	13.4%	12.2%	21.1%	5.9%	25.8%	13.3%	16.5%	1.3%	11.2%	2.0%
Mathematics	2021-22	19.9%	18.2%	**15.3%**	11.8%	11.5%	18.6%	11.8%	30.4%	27.3%	15.9%	1.6%	11.0%	5.0%
	2020-21	19.3%	18.0%	**15.1%**	11.3%	10.9%	19.0%	6.3%	29.5%	13.3%	16.4%	1.5%	10.3%	6.6%
Science	2021-22	21.1%	19.9%	**19.7%**	17.6%	16.1%	22.5%	6.1%	31.0%	16.7%	18.5%	3.9%	15.3%	7.4%
	2020-21	20.6%	20.6%	**17.8%**	16.3%	14.0%	19.4%	9.4%	31.3%	6.7%	17.5%	1.9%	13.0%	7.8%
Social Studies	2021-22	22.8%	22.3%	**32.5%**	25.5%	25.2%	39.9%	24.2%	57.5%	33.3%	35.1%	3.0%	23.6%	8.1%
	2020-21	22.8%	23.6%	**33.8%**	26.8%	27.0%	40.9%	13.9%	57.6%	40.0%	35.7%	3.0%	23.4%	7.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	41.1%	**51.5%**	53.3%	44.2%	51.4%	14.3%	69.0%	*	50.0%	20.4%	48.6%	30.0%
	2019-20	46.1%	41.8%	**50.9%**	52.6%	38.9%	51.9%	33.3%	72.2%	*	59.6%	24.1%	45.2%	31.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

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| | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	35,661	100.0%	5,504,150	100.0%	35,722	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	118	0.3%	17,201	0.3%	149	0.4%	25,110	0.5%
Pre-Kindergarten	939	2.6%	243,493	4.4%	939	2.6%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	939	2.6%	203,294	3.7%	939	2.6%	203,749	3.7%
Kindergarten	2,091	5.9%	367,180	6.7%	2,093	5.9%	367,633	6.7%
Grade 1	2,351	6.6%	399,048	7.2%	2,356	6.6%	399,419	7.2%
Grade 2	2,318	6.5%	395,639	7.2%	2,321	6.5%	395,969	7.2%
Grade 3	2,459	6.9%	393,583	7.2%	2,463	6.9%	393,871	7.1%
Grade 4	2,444	6.9%	393,765	7.2%	2,446	6.8%	394,020	7.1%
Grade 5	2,624	7.4%	395,111	7.2%	2,627	7.4%	395,384	7.2%
Grade 6	2,588	7.3%	399,341	7.3%	2,590	7.3%	399,557	7.2%
Grade 7	2,749	7.7%	409,362	7.4%	2,750	7.7%	409,566	7.4%
Grade 8	2,909	8.2%	425,589	7.7%	2,909	8.1%	425,758	7.7%
Grade 9	3,477	9.8%	477,875	8.7%	3,477	9.7%	478,101	8.7%
Grade 10	3,089	8.7%	436,752	7.9%	3,089	8.6%	437,002	7.9%
Grade 11	2,867	8.0%	385,894	7.0%	2,867	8.0%	386,246	7.0%
Grade 12	2,638	7.4%	364,317	6.6%	2,646	7.4%	366,512	6.6%
Ethnic Distribution:								
African American	11,667	32.7%	705,310	12.8%	11,681	32.7%	706,775	12.8%
Hispanic	9,563	26.8%	2,915,219	53.0%	9,576	26.8%	2,921,416	52.9%
White	9,521	26.7%	1,410,571	25.6%	9,548	26.7%	1,416,240	25.7%
American Indian	102	0.3%	17,920	0.3%	102	0.3%	17,976	0.3%
Asian	2,942	8.2%	280,306	5.1%	2,947	8.2%	280,742	5.1%
Pacific Islander	52	0.1%	8,696	0.2%	52	0.1%	8,718	0.2%
Two or More Races	1,814	5.1%	166,128	3.0%	1,816	5.1%	166,565	3.0%
Sex:								
Female	17,302	48.5%	2,688,496	48.8%	17,321	48.5%	2,693,780	48.8%
Male	18,359	51.5%	2,815,654	51.2%	18,401	51.5%	2,824,652	51.2%
Economically Disadvantaged	17,261	48.4%	3,415,987	62.1%	17,271	48.3%	3,421,217	62.0%
Non-Educationally Disadvantaged	18,400	51.6%	2,088,163	37.9%	18,451	51.7%	2,097,215	38.0%
Section 504 Students	2,565	7.2%	407,619	7.4%	2,565	7.2%	407,904	7.4%
EB Students/EL	4,948	13.9%	1,269,408	23.1%	4,952	13.9%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	337	0.9%	87,162	1.5%				

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	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	1,641	4.6%	302,409	5.5%	1,644	4.6%	302,615	5.5%
Foster Care	82	0.2%	13,415	0.2%	82	0.2%	13,453	0.2%
Homeless	151	0.4%	72,534	1.3%	151	0.4%	72,654	1.3%
Immigrant	520	1.5%	122,390	2.2%	520	1.5%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	17,213	48.3%	3,555,650	64.6%	17,232	48.2%	3,563,890	64.6%
Military Connected	1,640	4.6%	199,203	3.6%	1,641	4.6%	199,325	3.6%
At-Risk	14,124	39.6%	2,935,164	53.3%	14,135	39.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	5,048	14.2%	1,278,846	23.2%	5,052	14.1%	1,279,697	23.2%
Career and Technical Education	9,452	26.5%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	7,818	64.8%	1,203,083	72.3%				
Gifted and Talented Education	2,416	6.8%	453,585	8.2%	2,416	6.8%	453,689	8.2%
Special Education	4,057	11.4%	693,061	12.6%	4,116	11.5%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	4,057		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,876	46.2%	305,800	44.1%				
Students with Physical Disabilities	761	18.8%	138,820	20.0%				
Students with Autism	690	17.0%	107,586	15.5%				
Students with Behavioral Disabilities	647	15.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	83	2.0%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	4,505	12.9%	893,031	16.8%				
By Ethnicity:								
African American	1,817	5.2%	176,665	3.3%				
Hispanic	1,195	3.4%	462,284	8.7%				
White	1,005	2.9%	180,620	3.4%				
American Indian	13	0.0%	3,221	0.1%				
Asian	249	0.7%	38,716	0.7%				
Pacific Islander	10	0.0%	2,067	0.0%				
Two or More Races	216	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	582	14.2%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	536	13.8%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	2,405	15.9%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	3,928	16.2%	751,495	18.1%				

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Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.4%	1.5%	4.7%	4.5%
Grade 1	2.2%	2.5%	4.9%	3.6%
Grade 2	0.7%	1.6%	0.9%	2.0%
Grade 3	0.4%	0.8%	0.9%	0.9%
Grade 4	0.1%	0.5%	0.3%	0.5%
Grade 5	0.2%	0.3%	0.0%	0.4%
Grade 6	0.2%	0.3%	0.6%	0.4%
Grade 7	0.1%	0.4%	0.6%	0.5%
Grade 8	0.1%	0.4%	0.3%	0.5%
Grade 9	8.6%	8.7%	13.9%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.4	18.7
Grade 1	19.4	19.1
Grade 2	18.7	19.1
Grade 3	19.0	19.3
Grade 4	19.1	19.4
Grade 5	24.6	20.8
Grade 6	25.2	19.2
Secondary:		
English/Language Arts	19.6	16.2
Foreign Languages	14.2	18.8
Mathematics	21.4	17.5
Science	20.7	18.5
Social Studies	22.7	18.9

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Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	4,622.9	100.0%	763,729.4	100.0%
Professional Staff:	2,994.6	64.8%	489,326.8	64.1%
Teachers	2,406.1	52.0%	371,646.7	48.7%
Professional Support	397.4	8.6%	82,878.8	10.9%
Campus Administration (School Leadership)	131.4	2.8%	25,300.5	3.3%
Central Administration	59.8	1.3%	9,500.8	1.2%
Educational Aides:	369.0	8.0%	86,185.9	11.3%
Auxiliary Staff:	1,259.2	27.2%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	34.0	n/a	4,258.0	n/a
Part-time Librarians	9.0	n/a	646.0	n/a
Full-time Counselors	87.0	n/a	13,815.0	n/a
Part-time Counselors	9.0	n/a	1,240.0	n/a
Total Minority Staff:	2,053.2	44.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	456.4	19.0%	44,033.4	11.8%
Hispanic	314.5	13.1%	110,015.9	29.6%
White	1,502.3	62.4%	203,967.5	54.9%
American Indian	9.0	0.4%	1,274.2	0.3%
Asian	58.4	2.4%	7,310.0	2.0%
Pacific Islander	1.0	0.0%	514.6	0.1%
Two or More Races	64.5	2.7%	4,531.1	1.2%
Teachers by Sex:				
Males	566.7	23.6%	90,752.5	24.4%
Females	1,839.4	76.4%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	10.9	0.5%	7,591.2	2.0%
Bachelors	1,623.7	67.5%	268,238.6	72.2%
Masters	752.5	31.3%	92,878.9	25.0%
Doctorate	18.9	0.8%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	92.1	3.8%	36,179.6	9.7%
1-5 Years Experience	536.9	22.3%	97,667.0	26.3%
6-10 Years Experience	624.8	26.0%	76,209.5	20.5%
11-20 Years Experience	697.1	29.0%	101,173.2	27.2%

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Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	421.2	17.5%	49,550.0	13.3%
Over 30 Years Experience	34.0	1.4%	10,867.4	2.9%
Number of Students per Teacher	14.8	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.5	6.1
Average Years Experience of Principals with District	5.9	5.3
Average Years Experience of Assistant Principals	5.1	5.2
Average Years Experience of Assistant Principals with District	3.9	4.4
Average Years Experience of Teachers:	12.0	11.0
Average Years Experience of Teachers with District:	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$60,173	$53,300
1-5 Years Experience	$62,127	$56,516
6-10 Years Experience	$64,262	$59,732
11-20 Years Experience	$66,889	$63,389
21-30 Years Experience	$71,260	$67,876
Over 30 Years Experience	$77,634	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$65,804	$60,717
Professional Support	$75,934	$72,022
Campus Administration (School Leadership)	$87,541	$85,167
Central Administration	$108,816	$112,702
Instructional Staff Percent:	61.6%	65.1%
Turnover Rate for Teachers:	17.1%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

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Designation	------ District -----		------- State -------	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	6	$3,681	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	92.2	3.8%	22,050.2	5.9%
Career and Technical Education	101.6	4.2%	19,907.7	5.4%
Compensatory Education	123.4	5.1%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	1,727.9	71.8%	262,398.5	70.6%
Special Education	265.8	11.0%	36,110.2	9.7%
Other	95.1	4.0%	13,069.7	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance

PEIMS Financial Standard Reports

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

2021 - 2022 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,240

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$180,533,927	54.66%	$5,123	$180,533,927	46.88%	$5,123	$26,795,122,749	39.67%	$4,960
State Operating Funds	$137,808,439	41.72%	$3,911	$139,244,350	36.16%	$3,951	$24,396,897,632	36.12%	$4,516
Federal Funds	$7,594,015	2.30%	$215	$56,320,942	14.63%	$1,598	$14,103,811,039	20.88%	$2,611
Other Local	$4,349,160	1.32%	$123	$8,965,702	2.33%	$254	$2,250,851,644	3.33%	$417
Total Operating Revenue	$330,285,541	100.00%	$9,372	$385,064,921	100.00%	$10,927	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$61,708,271	96.27%	$1,751	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$1,267,812	1.98%	$36	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$177,465	0.28%	$5	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$923,609	100.00%	$26	$947,642	1.48%	$27	$952,245,471	9.33%	$176
Total Other Revenue	$923,609	100.00%	$26	$64,101,190	100.00%	$1,819	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$331,209,150	100.00%	$9,399	$449,166,111	100.00%	$12,746	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$331,209,150	100.00%	$9,399	$449,166,111	100.00%	$12,746	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$48,736,729	72.73%	$1,383	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$17,676,074	100.00%	$502	$18,277,780	27.27%	$519	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$17,676,074	100.00%	$502	$67,014,509	100.00%	$1,902	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$348,885,224	100.00%	$9,900	$516,180,620	100.00%	$14,648	$85,129,343,873	100.00%	$15,759

Expenditures
Operating Expenditures by Object (61xx-64xx only)

2021 - 2022 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,240

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$280,769,811	87.13%	$7,967	$304,643,178	81.77%	$8,645	$50,301,683,879	77.97%	$9,312
Professional & Contracted Services (Object 62xx)	$17,542,718	5.44%	$498	$19,410,223	5.21%	$551	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$17,368,581	5.39%	$493	$40,140,893	10.77%	$1,139	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$6,566,251	2.04%	$186	$8,385,409	2.25%	$238	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$322,247,361	100.00%	$9,144	$372,579,703	100.00%	$10,573	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$808,923	21.09%	$23	$63,754,912	88.10%	$1,809	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$3,026,015	78.91%	$86	$8,608,264	11.90%	$244	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$3,834,938	100.00%	$109	$72,363,176	100.00%	$2,053	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$326,082,299	100.00%	$9,253	$444,942,879	100.00%	$12,626	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$192,222,258	59.65%	$5,455	$214,144,512	57.48%	$6,077	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$3,853,219	1.20%	$109	$3,928,121	1.05%	$111	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$4,128,495	1.28%	$117	$5,643,657	1.51%	$160	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$5,242,585	1.63%	$149	$5,425,258	1.46%	$154	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$20,125,651	6.25%	$571	$20,537,700	5.51%	$583	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$10,348,279	3.21%	$294	$14,108,457	3.79%	$400	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$0	0.00%	$0	$15,766	0.00%	$0	$230,790,970	0.36%	$43
Health Services (Function 33)	$4,917,797	1.53%	$140	$5,012,305	1.35%	$142	$753,509,900	1.17%	$139
Transportation (Function 34)	$15,015,914	4.66%	$426	$15,088,057	4.05%	$428	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$0	0.00%	$0	$19,619,413	5.27%	$557	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$10,720,176	3.33%	$304	$11,429,278	3.07%	$324	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$7,382,471	2.29%	$209	$7,387,069	1.98%	$210	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$34,285,183	10.64%	$973	$34,596,546	9.29%	$982	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$7,094,570	2.20%	$201	$7,139,857	1.92%	$203	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$6,513,820	2.02%	$185	$6,622,627	1.78%	$188	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$396,943	0.12%	$11	$1,881,080	0.50%	$53	$326,634,310	0.51%	$60

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2021 - 2022 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,240

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4
Total Operating Expenditures by Function	$322,247,361	100.00%	$9,144	$372,579,703	100.00%	$10,573	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$808,923	21.09%	$23	$63,754,912	88.10%	$1,809	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$3,026,015	78.91%	$86	$8,608,264	11.90%	$244	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$3,834,938	100.00%	$109	$72,363,176	100.00%	$2,053	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$326,082,299	100.00%	$9,253	$444,942,879	100.00%	$12,626	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$170,849,534	53.02%	$4,848	$186,640,204	50.09%	$5,296	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$904,199	0.28%	$26	$929,730	0.25%	$26	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$10,731,414	3.33%	$305	$11,085,803	2.98%	$315	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$42,182,388	13.09%	$1,197	$47,134,107	12.65%	$1,338	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$10,182,316	3.16%	$289	$16,408,207	4.40%	$466	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$1,422,023	0.44%	$40	$2,026,161	0.54%	$57	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$676,367	0.21%	$19	$679,264	0.18%	$19	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$4,031,887	1.25%	$114	$4,031,887	1.08%	$114	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$1,200,307	0.37%	$34	$1,204,908	0.32%	$34	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$2,759,636	0.86%	$78	$2,779,603	0.75%	$79	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$6,665,132	2.07%	$189	$6,875,099	1.85%	$195	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$70,642,158	21.92%	$2,005	$92,784,730	24.90%	$2,633	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$322,247,361	100.00%	$9,144	$372,579,703	100.00%	$10,573	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$808,923	21.09%	$23	$63,754,912	88.10%	$1,809	$9,844,903,533	48.41%	$1,822

2021 - 2022 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,240

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$3,026,015	78.91%	$86	$8,608,264	11.90%	$244	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Program Intent Code (PIC)	$3,834,938	100.00%	$109	$72,363,176	100.00%	$2,053	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$326,082,299	100.00%	$9,253	$444,942,879	100.00%	$12,626	$84,854,165,916	100.00%	$15,708

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$322,247,361	93.31%	$9,144	$372,579,703	80.23%	$10,573	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$18,015,000	5.22%	$511	$18,015,000	3.88%	$511	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$1,240,317	0.36%	$35	$1,416,900	0.31%	$40	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$808,923	0.23%	$23	$63,754,912	13.73%	$1,809	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$3,026,015	0.88%	$86	$8,608,264	1.85%	$244	$10,445,000,110	11.64%	$1,934
Total Disbursements	$345,337,616	100.00%	$9,800	$464,374,779	100.00%	$13,177	$89,711,751,589	100.00%	$16,607

Tax Rates
2021 - 2022 (current tax year) Tax Rates

				District			State		
Maintenance & Operations Tax Rate				1.0583			0.9543		
Interest & Sinking Tax Rate				0.3600			0.2270		
Total Tax Rate				1.4183			1.1813		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.8883			0.8616		
Tier I Tax Rate				0.8883			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.1700			0.0928		

Fund Balance**
Fund Balance

2021 - 2022 Actual Financial Data
Totals for MANSFIELD ISD (220908)
Total Enrolled Membership: 35,240

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$941,855		$27	$1,146,257		$33	$390,605,886		$78
Restricted Fund Balance	$0		$0	$80,005,280		$2,270	$24,753,496,577		$4,926
Committed Fund Balance	$0		$0	$17,842,202		$506	$4,412,645,483		$878
Assigned Fund Balance	$0		$0	$0		$0	$4,020,147,608		$800
Unassigned Fund Balance	$115,240,877		$3,270	$115,240,877		$3,270	$17,164,429,624		$3,416
Total Fund Balance**	$116,182,732		$3,297	$214,234,616		$6,079	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$112,635,427		$3,212	$195,269,203		$5,569			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$3,547,305		$101	$18,965,413		$538			
2021-2022 Total Fund Balance	$116,182,732		$3,297	$214,234,616		$6,079			

TEXAS EDUCATION AGENCY

Texas Academic Performance

District Accreditation Status

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

CDN	DISTRICT NAME ▲	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
220908	MANSFIELD ISD	11	A - Superior Achievement	B	ACCREDITED		

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

Previous 1 Next

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TEXAS EDUCATION AGENCY

Texas Academic Performance

Campus Performance Objectives

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300
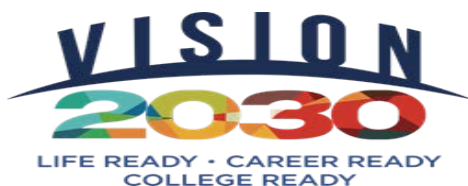
Campus	Vision 2030 Goal	Supporting Goal
Elementary		
Charlotte Anderson	Anderson teachers will use formative assessment data of essential standards to make instructional adjustments in math and reading.	
J. L. Boren	Boren will increase the amount of students' academic growth in reading between grades 3rd and 4th	
JAEL (SKJ Academy for Early Learners)	Phonological awareness skills will be taught sequentially with fidelity.	
Janet Brockett	Brockett teachers will deliver Tier 1 instruction to the depth and complexity of the TEKS.	We will meet federal targets for academic achievement for all students.
Willie Brown	Willie Brown will utilize tired lesson plans of Essential Standards to deliver instruction for all.	
Louise Cabaniss	Cabaniss teachers will positively increase Tier 1 instruction through planning, delivery, and student task as aligned to essential TEKS.	Students will read on level or higher by the beginning of third grade and remain on level or higher as a MISD student.
Anna May Daulton	Anna May Daulton teachers will utilize student data folders to provide differentiated instruction for all students in reading and math.	
Kenneth Davis	Kenneth Davis teachers will unpack essential standards to deliver Tier 1 instruction while engaging in observation and feedback coaching cycles.	
Imogene Gideon	Gideon ELAR teachers will deliver explicit phonics instruction daily as directed by the MISD small group reading flowchart.	
Glenn Harmon	Glenn Harmon teachers will design and deliver objective driven lesson plans around essential standards in reading and math to improve Tier 1 instruction.	
Carol Holt	Carol Holt teachers utilize effective PLC practices to plan and deliver Tier 1 math instruction.	
Thelma Jones	Thelma Jones teachers will use aggressive monitoring to track the	

	progress of essential standards to ensure mastery.	
Judy Miller	Miller teachers will implement Tier 1 instruction aligned to the "3 C's."(Content, cognitive levels, and context of the TEKS standards) with fidelity.	
D.P. Morris	Teachers will deliver Tier 1 reading instruction aligned to the depth and complexity of the TEKS.	
Erma Nash	Erma Nash teachers will collaborate to plan and deliver aligned Tier 1 instruction in reading and math.	
Nancy Neal	Neal teachers will plan and deliver math instruction focused on the development of mathematical understanding of word problems.	
Brenda Norwood	Brenda Norwood teachers will utilize effective PLC practices to deliver aligned Tier 1 Reading instruction.	
Annette Perry	Perry teachers will utilize effective PLC practices to deliver aligned Tier 1 instruction in reading.	
Alice Ponder	Alice Ponder teachers will explicitly teach using text evidence to support oral and/or written reading responses during Tier instruction.	
Martha Reid	Martha Reid teachers will deliver targeted, small group instruction with fidelity.	
Tarver Rendon	We will use research-based PLC practices to plan and deliver effective Tier 1 reading instruction.	
M.J. Sheppard	Mary Jo Sheppard teachers will use effective PLC practices to plan and deliver tier 1 instruction for reading and math essential standards	
Elizabeth Smith	Smith Academy teachers will implement frequent small group purposeful talk with fidelity targeting ELL students.	*Provide training for small group purposeful talk and ELL strategies for listening and speaking. *ESL Lead teacher will complete Summit K12 Assessment for 2nd-4th grade ELL students. *Conduct fidelity walks to evaluate implementation of small group purposeful talk.
Cora Spencer	Spencer teachers will embed frequent, small group, purposeful talk into Tier 1 instruction.	
Roberta Tipps	Roberta Tipps teachers will embed critical writing opportunities weekly across al subjects.	

Campus	Vision 2030 Goal	Supporting Goal
Della Icenhower	Della Icenhower Intermediate School math teachers will improve the delivery of Tier 1 instruction aligned to the content, context and cognitive Levels of the standards.	
Mary Lillard	Mary Lillard teachers will teach the essential standards in each RLA unit with fidelity and after monitoring assessments results, we will adjust our Tier 1 and WIN time instruction to help increase student growth in RLA Domain II results.	
Asa Low, Jr.	Asa Low math teachers will plan and deliver differentiated extension lessons with fidelity to ensure student growth as measured by the Math STAAR(Domain II Part A)	
Alma Martinez	Teachers will ensure high levels of learning for ALL students through the planning, delivery and implementation of student led learning activities a minimum of three per week in all classes. Math data will be shared at CoA presentations.	
Mary Orr	Mary Orr teachers will collaborate to plan and deliver personalized instruction and enrichment opportunities during Tier 1 and WIN to meet the unique learning needs of each student.	
Donna Shepard	DSLA math teachers will increase student academic growth in Domain 2 by implementing differentiated small groups during Tier 1 Instruction.	
Cross Timbers	Cross Timbers Reading, Language Arts teachers will use district curriculum and resources to deliver Tier 1 instruction that aligns to the content, context, and cognitive levels of the TEKS.	

Campus	Vision 2030 Goal	Supporting Goal
Middle School		
James Coble	James Coble Middle School ELAR teachers will design and deliver Tier 1 lessons that are aligned with the content, context, and cognitive level of the course TEKS.	
TA Howard	T.A. Howard MS math teachers will use common formative assessments aligned to the context, content, and cognitive rigor, to drive Tier 1 instruction.	All T.A. Howard MS teachers will implement and execute The Fundamental 5 framework practices with fidelity to improve the quality of classroom instruction.
Linda Jobe	Jobe Middle School ELA teachers will use common formative assessment data to provide systematic and targeted classroom interventions.	
Danny Jones	Danny Jones MS math teachers will utilize common formative assessments to analyze student data to view student thinking and make targeted decisions to answer questions three and four of the PLC planning process..	
Charlene McKinzey	McKinzey Math Teachers and in-class support teachers will utilize small group instruction practices to support Tier 1 instruction.	
Jerry Knight STEM Academy	Jerry Knight STEM Academy designers will calibrate lessons to the content, cognitive level, and context of the TEKS to align the rigor to achieve mastery level.	Jerry Knight STEM Academy will continue to implement our National Institute of STEM Education campus identified teacher actions and plan.
Brooks Wester	Wester 8th Grade Math teachers will deliver differentiated small group instruction that encourages higher-order thinking to meet the needs of their diverse learners	
Rogene Worley	Worley MS teachers will differentiate instructional activities on essential standards in rotations/student groups based on formative assessment data.	Worley Middle School's math teachers will provide small group instruction to address student misconceptions and goal settings.

Updated 11/10/2022

VISION 2030
LIFE READY · CAREER READY
COLLEGE READY

Campus	Vision 2030 Goal	Supporting Goal
High School		
BBIA/Frontier STEM	Ben Barber Innovation Academy/Frontier Stem Academy will align the delivery of instruction and assessments to the content, context and cognitive level of the trades & Industry certification objectives and AP Physics exam objectives to ensure students are exceptionally prepared for college and career.	
Lake Ridge HS	Lake Ridge teachers will increase the frequency of formative assessments to provide early intervention and extensions in Algebra I, English I, and English II	
Legacy HS	Legacy teachers will utilize frequent, common formative assessments in English I & English II for reflective improvement in their instructional practice which will drive on time interventions for students.	
Mansfield HS	Mansfield High School English I and English II teachers will utilize a system of frequent, targeted interventions and enrichments based on data from regular cycle of common formative assessments.	
Phoenix Academy/DAEP	The Phoenix Academy will have a graduation rate > 95% and 90% of the graduates will be College & Career ready. Phoenix DAEP teachers will assist students with coursework on edgenuity/canvas to recover or accelerate credits prior to the student's return to their home campus.	
Summit HS	Summit High School English I and English II teachers will implement the 7 steps to an Instructionally rich classroom with fidelity.	
Timberview HS	Timberview High School will use the backward design process to ensure alignment of Tier 1 Instruction and assessments to the content, context, and cognitive level of the TEKS.	

TEXAS EDUCATION AGENCY

Texas Academic Performance

Violent or Criminal Incidents Report

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

Action Reason Codes	PEIMS Offenses	Summit HS	Mansfield HS	Timberview HS	Legacy HS	Phoenix Academy	Lake Ridge HS	Frontier HS	Worley MS	Howard MS	Wester MS	Jones MS	Coble MS	Jobe MS	McKinzey MS	Orr IS	Cross Timbers IS	Shepard IS	Icenhower IS	Lillard IS	Low IS	Martinez IS	Tarver-Rendon EL	Harmon EL	Davis EL	Gideon EL	Jones EL	Norwood EL	MISD Total
02	Conduct punishable as a felony - TEC §37.006 (a)(2)(A)	2		3		2																							7
04	Possessed, sold, used,or was under the influence of marihuana or other controlled substance - TEC §§37.006 (a)(2)(C) and 37.007 (b)	36	47	38	69	3	20		4	14	2		3	5	8				1		6	1							257
05	Possessed, sold, used,or was under the influence of an alcoholic beverage - TEC §§37.006 (a)(2)(D) and 37.007 (b)	1	1	3	1				3	3			3	1															16
07	Public lewdness or indecent exposure - TEC §37.006 (a)(2)(F)	3		4	4		1							3															15
08	Retaliation Against School Employee								1					2															3
09	Conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses in Title 5, Penal Code - TEC §37.006 (C), §37.007 (b)(4), and §37.0081			2			1							1															4
10	Conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code - TEC §37.006 (d) and §37.007 (b)(4).	1					1	1						1															4
11	Brought Firearm to School																												0
12	Unlawful Carrying of a Location Restricted weapon																												0
13	Used, exhibited, or possessed an illegal club - TEC §37.007 (a)(1)(C)																												0
14	Used, exhibited, or possessed a prohibited weapon under Penal Code Section 46.05 - TEC §37.007 (a)(1)(D).		1												1														2
16	Arson - TEC §37.007 (a)(2)(B)																		1										1
18	Indencency With A Child - TEC 37.007(a)(2)(D)																												0
22	Criminal Mischief - TEC §37.007 (f)		1										1						1										3
26	Terroristic Threat - TEC §37.006 (a)(1) or §37.007 (b)	1	2		2				1	1			1	1	1						1								11
27	Assault under Penal code §22.01 (a)(1) against a school district employee or volunteer - TEC §37.007 (b)(2)(C)	3	2	1	3		5		1	1	1		2	4				1											24
28	Assault under Penal code §22.01 (a)(1) against someone other than a school district employee or volunteer - TEC §37.006 (a)(2)(B)	14	5	13	5		3		2	12		5	3	6	1	1				1	1								72
30	Aggravated assault under Penal code §22.02 against someone other than a school district employee or volunteer - TEC §37.007 (a)(2)(A)																												0
32	Sexual/Aggrravated Sexual Assault against someone other than a school district emplyee or volunteer																												0
33	Possessed, purchased, used, or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, Chapter 161.252																												0
35	False Alarm/False Report - TEC 37.006(a)(1) and 37.007(a)(3)			1			1																						2
36	Felony controlled substance violation - TEC §37.007 (a)(3)			1																									1
41	Fighting/Mutual Combat-excludes all offenses under Penal Code §22.01	29	20	63	31		33		18	55	27	12	21	15	39	26	31	11	91	14	22	39	5	9	9	1			621
49	Engages in Deadly Conduct - TEC 37.007(b)(3)			1																									1
59	Serious misbehavior, as defined by TEC 37.003 (c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)																												0
60	Harassment Against an Employee of the School District under Texas Penal Code 42.07(a)(1),(2),(3), or (7)-TEC 37.006(a)(2)(G)		1	1	1				1					1															5
61	Bullying - TEC 37.0052(b)	5	3						1	1	1	10	1	1			1		1	4	2				1		3	1	36
	Schools not listed did not have data to report	95	82	130	118	5	65	1	31	88	31	27	35	41	50	27	33	12	95	19	31	40	5	9	10	1	3	1	1085

TEXAS EDUCATION AGENCY

Texas Academic Performance

Student Performance in Postsecondary Institutions

2022-2023

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

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

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MANSFIELD ISD							
	220908008 MANSFIELD FRONTIER H S							
	Four-Year Public University	26	3	2	7	5	9	0
	Two-Year Public Colleges	10	3	1	0	2	4	0
	Independent Colleges & Universities	1						
	Not Trackable	4						
	Not Found	20						
	Total High School Graduates	61						
	220908003 MANSFIELD H S							
	Four-Year Public University	195	23	16	29	34	91	2
	Two-Year Public Colleges	128	40	16	22	21	22	7
	Independent Colleges & Universities	26						
	Not Trackable	35						
	Not Found	229						
	Total High School Graduates	613						
	220908007 MANSFIELD LAKE RIDGE H S							
	Four-Year Public University	181	29	19	16	44	73	0
	Two-Year Public Colleges	122	39	14	12	27	26	4
	Independent Colleges & Universities	26						
	Not Trackable	36						
	Not Found	250						
	Total High School Graduates	615						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
				GPA for 1st Year in Public Higher Education in Texas				
	220908005 MANSFIELD LEGACY H S							
	Four-Year Public University	115	19	14	21	25	35	1
	Two-Year Public Colleges	72	25	8	11	10	15	3
	Independent Colleges & Universities	9						
	Not Trackable	30						
	Not Found	201						
	Total High School Graduates	427						
	220908002 MANSFIELD SUMMIT H S							
	Four-Year Public University	110	13	10	20	28	38	1
	Two-Year Public Colleges	97	28	9	15	21	16	8
	Independent Colleges & Universities	11						
	Not Trackable	34						
	Not Found	178						
	Total High School Graduates	430						
	220908004 MANSFIELD TIMBERVIEW H S							
	Four-Year Public University	121	21	16	18	23	43	0
	Two-Year Public Colleges	107	39	16	5	29	13	5
	Independent Colleges & Universities	8						
	Not Trackable	17						
	Not Found	166						
	Total High School Graduates	419						
	220908006 THE PHOENIX ACADEMY							
	Four-Year Public University	3						
	Two-Year Public Colleges	24	14	1	2	0	4	3
	Independent Colleges & Universities	1						
	Not Trackable	7						
	Not Found	139						
	Total High School Graduates	174						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance

Progress Toward Meeting HB 3 Goals

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 60% to 64.5% by 2026-2027. (2022: 60.5% | **Current 2023: 61.5%** | 2024: 62.5% | 2025: 63.5% | 2026: 64.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 2023 Elementary Literacy Goal 1 Progress

Legend: 2022, 2023, Target
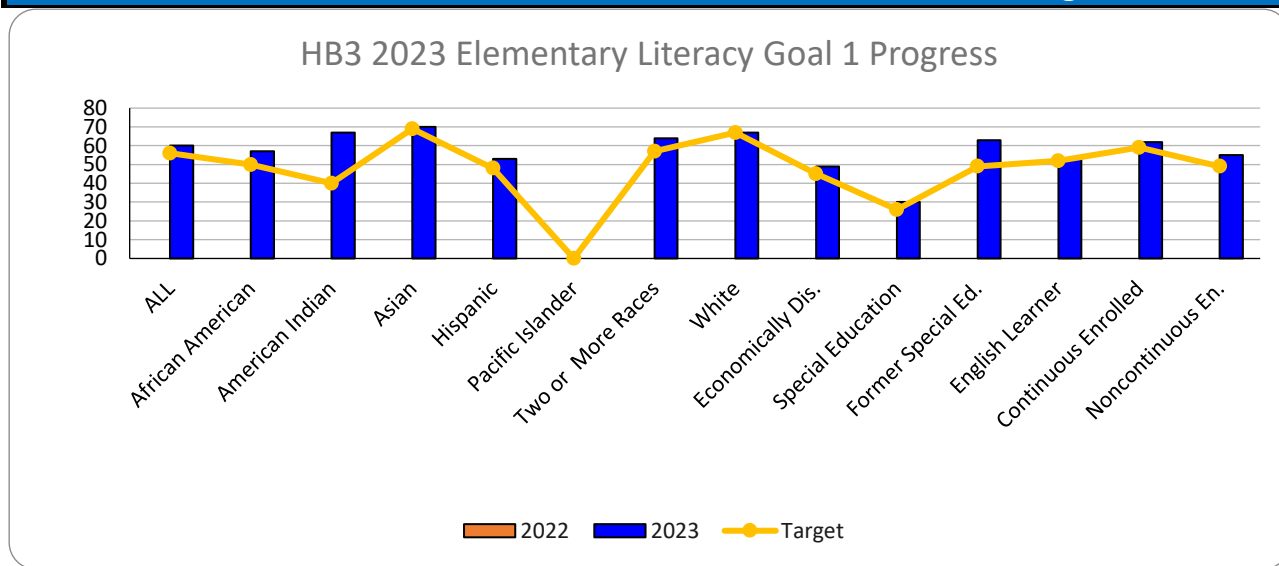
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	60	56	60	-4
African American	57	50	57	-7
American Indian	67	40	67	-27
Asian	70	69	70	-1
Hispanic	53	48	53	-5
Pacific Islander				
Two or More Races	64	57	64	-7
White	67	67	67	0
Economically Dis.	49	45	49	-4
Special Education	30	26	30	-4
Former Special Ed.	63	49	63	-14
English Learner	53	52	53	-1
Continuous Enrolled	62	59	62	-3
Noncontinuous En.	55	49	55	-6

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
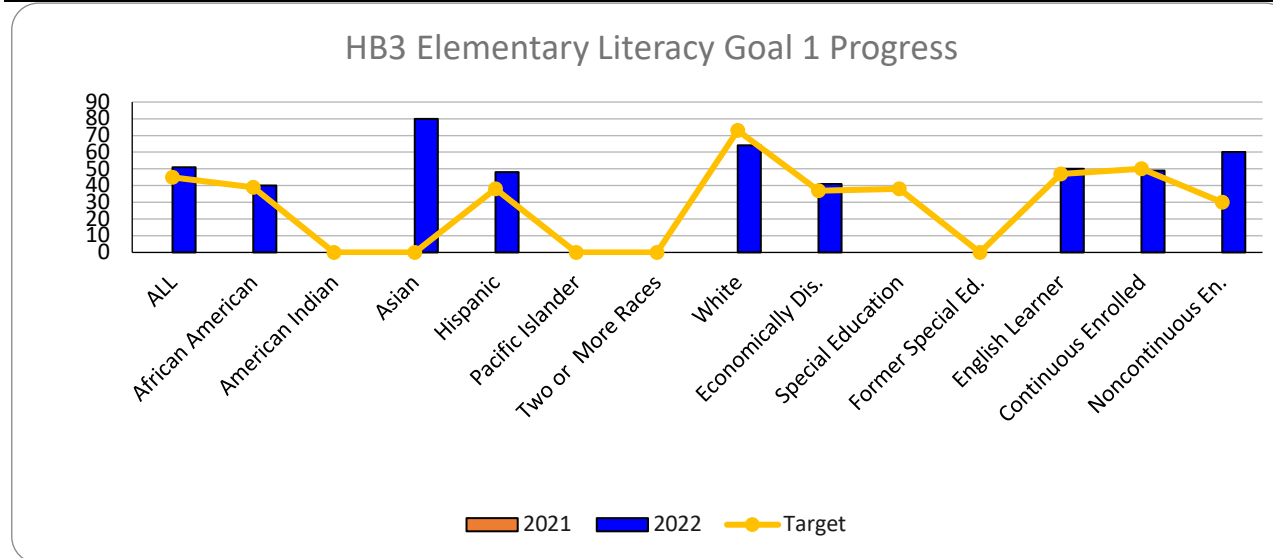
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 52.0% to 59.5% by 2026-2027. **(Current 2023: 53.5%** | 2024: 55% | 2025: 56.5% | 2026: 58% | 2027: 59.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target
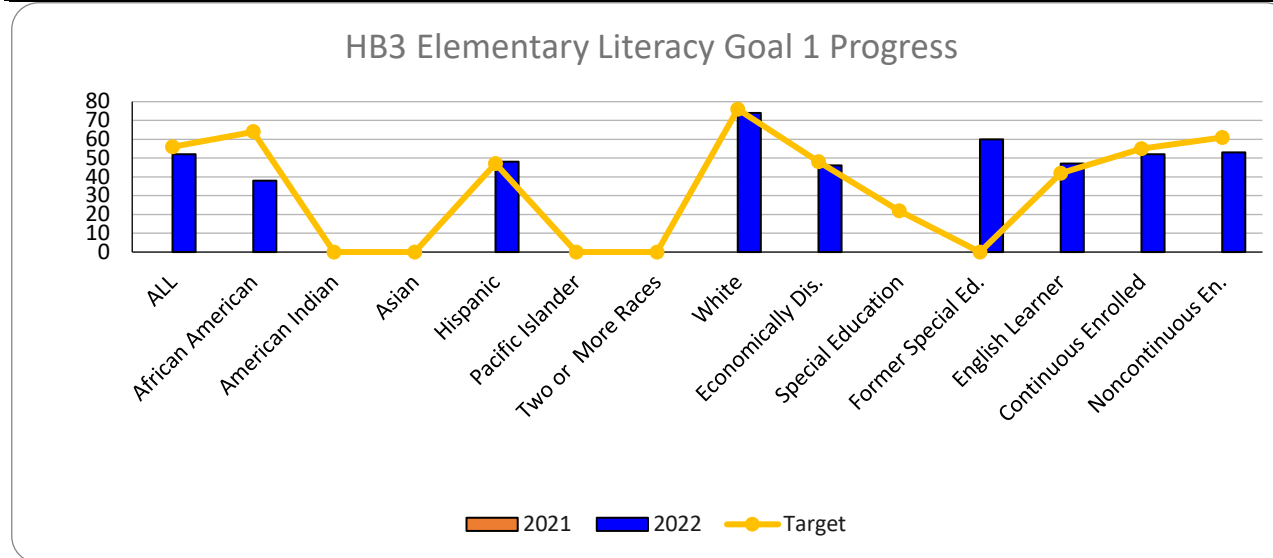
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	52	56	52	4
African American	38	64	38	26
American Indian				
Asian				
Hispanic	48	47	48	-1
Pacific Islander				
Two or More Races				
White	74	76	74	2
Economically Dis.	46	48	46	2
Special Education	0	22	0	22
Former Special Ed.	60		60	
English Learner	47	42	47	-5
Continuous Enrolled	52	55	52	3
Noncontinuous En.	53	61	40	21

Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
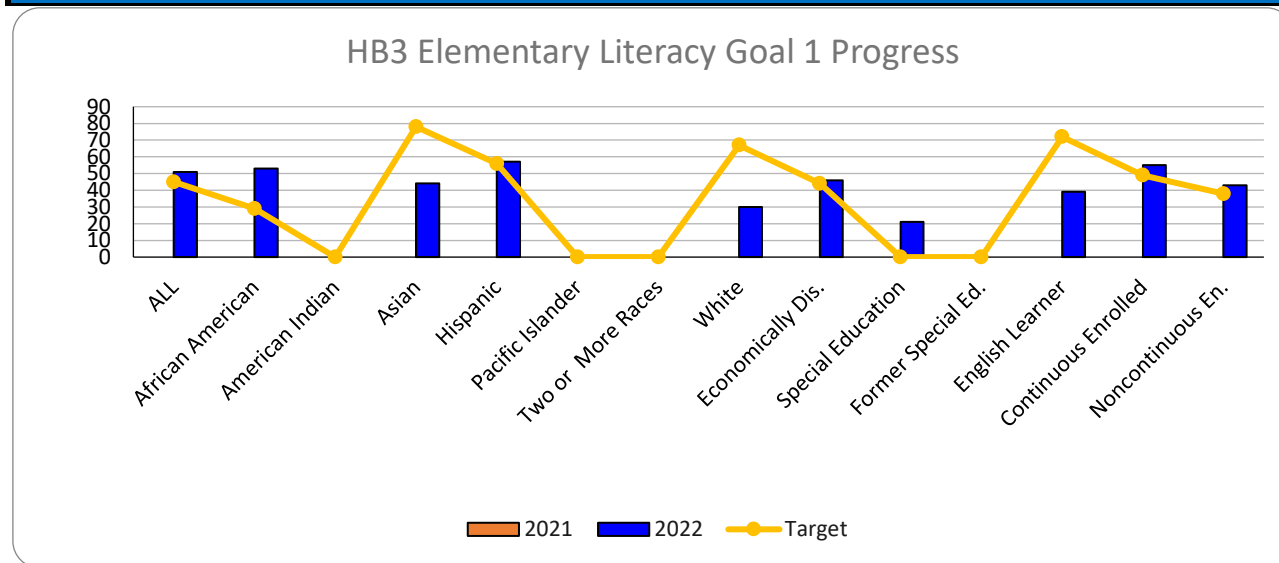
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 58.0% to 65.5% by by 2026-2027. **(Current 2023: 59.5%** | 2024: 61% | 2025: 62.5% | 2026: 64% | 2027: 65.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	58	50	58	-8
African American	40		40	
American Indian				
Asian				
Hispanic	55	31	55	-24
Pacific Islander				
Two or More Races				
White	61	55	61	-6
Economically Dis.	42	42	42	0
Special Education	44	23	44	-21
Former Special Ed.				
English Learner	25	33	25	8
Continuous Enrolled	56	48	56	-8
Noncontinuous En.	71	57	71	-14

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

- On Track- Met or exceeded the student group target.
- Slightly Off Track - One to five points below the student group target.
- Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

- On Track- Met or exceeded ALL the student group targets evaluated.
- Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
- Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 72.0% to 74.5% by by 2026-2027. **(Current 2023: 72.5%** | 2024: 73% | 2025: 73.5% | 2026: 74% | 2027: 74.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	72	64	72	-8
African American	50	73	50	23
American Indian				
Asian				
Hispanic	75	58	75	-17
Pacific Islander				
Two or More Races	80	25	80	-55
White	72	69	72	-3
Economically Dis.	59	52	59	-7
Special Education	43	31	43	-12
Former Special Ed.				
English Learner	75	71	75	-4
Continuous Enrolled	75	64	75	-11
Noncontinuous En.	64	63	76	-13

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

|	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 68.0% to 73.0% by by 2026-2027. **(Current 2023: 69%** | 2024: 70% | 2025: 71% | 2026: 72% | 2027: 73%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	68	48	68	-20
African American	63	41	63	-22
American Indian				
Asian				
Hispanic	67	50	67	-17
Pacific Islander				
Two or More Races	71		71	
White	71	59	71	-12
Economically Dis.	60	43	60	-17
Special Education	57	17	57	-40
Former Special Ed.				
English Learner	69	63	69	-6
Continuous Enrolled	69	54	69	-15
Noncontinuous En.	64	33	64	-31

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024	
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 41.0% to 51.0% by 2026-2027. (**Current 2023: 43%** | 2024: 45% | 2025: 47% | 2026: 49% | 2027: 51%)	**OVERALL PROGRESS**	

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target
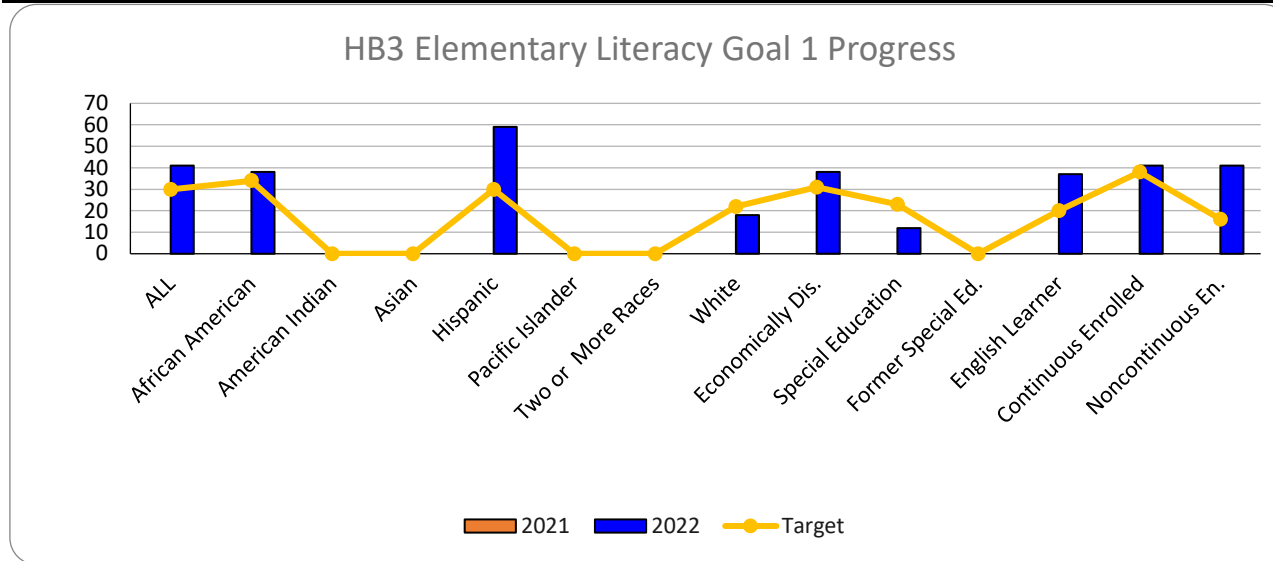
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	41	30	41	-11
African American	38	34	38	-4
American Indian				
Asian				
Hispanic	59	30	59	-29
Pacific Islander				
Two or More Races				
White	18	22	18	4
Economically Dis.	38	31	38	-7
Special Education	12	23	12	11
Former Special Ed.				
English Learner	37	20	37	-17
Continuous Enrolled	41	38	41	-3
Noncontinuous En.	41	16	41	-25

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
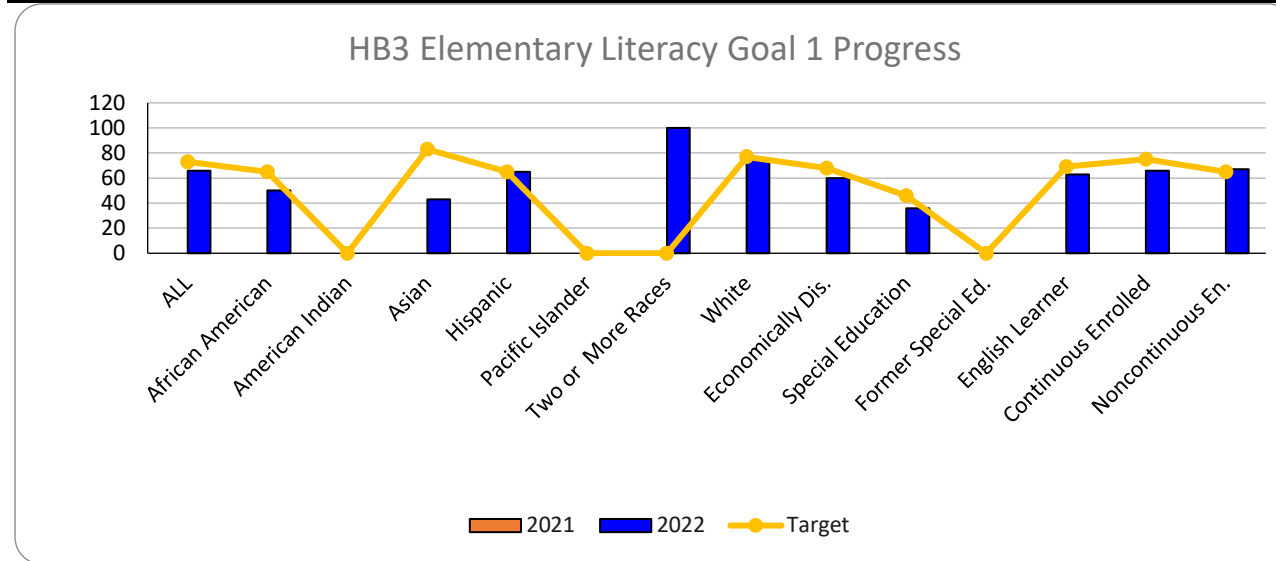
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

| **Goal 1:** Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 47.0% to 54.5% by 2026-2027.
 (Current 2023: 48.5% \| 2024: 50% \| 2025: 51.5% \| 2026: 53% \| 2027: 54.5%) | **OVERALL PROGRESS** |

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress
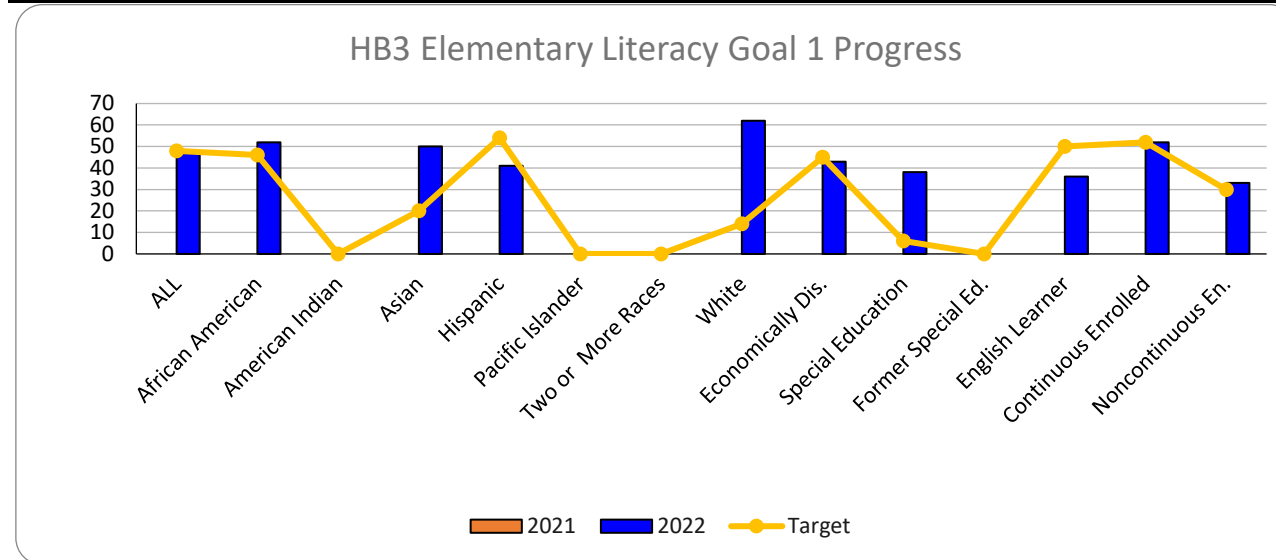
Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	47	48	47	1
African American	52	46	52	-6
American Indian				
Asian	50	20	50	-30
Hispanic	41	54	41	13
Pacific Islander				
Two or More Races				
White	62	14	62	-48
Economically Dis.	43	45	43	2
Special Education	38	6	38	-32
Former Special Ed.				
English Learner	36	50	36	14
Continuous Enrolled	52	52	52	0
Noncontinuous En.	33	30	33	-3

Key: On Track | Slightly Off Track | Off Track

Student Group Targets Key Notes:
On Track- Met or exceeded the student group target.
Slightly Off Track - One to five points below the student group target.
Off Track - More than 5 points below the student group target.
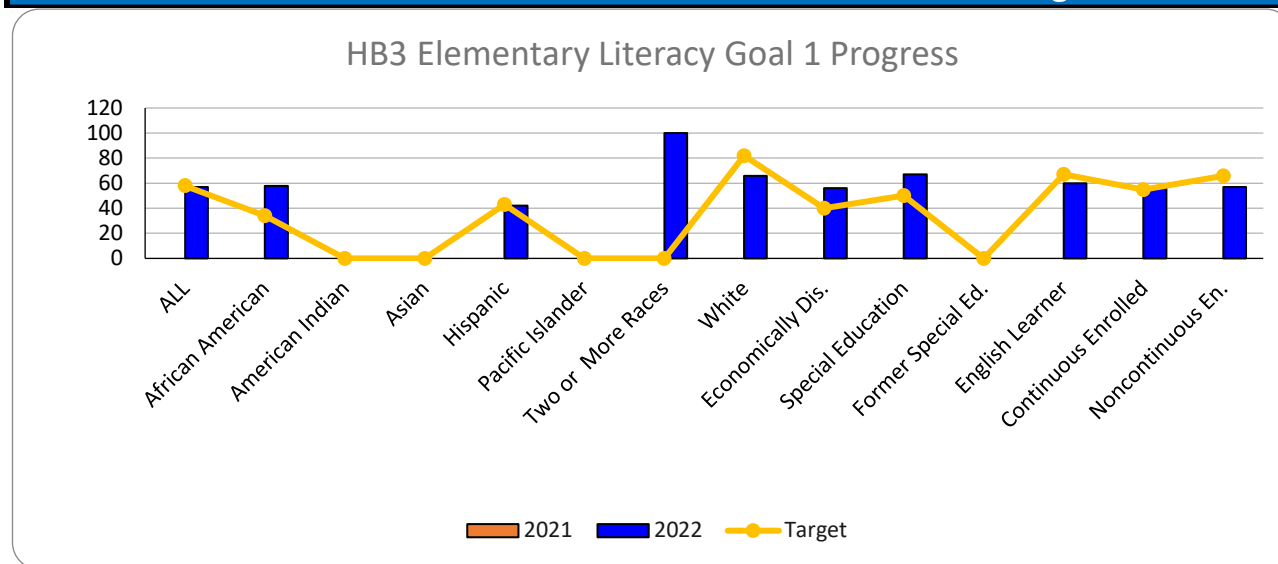
Overall Progress Key Notes:
On Track- Met or exceeded ALL the student group targets evaluated.
Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 66.0% to 71.0% by by 2026-2027. **(Current 2023: 67%** | 2024: 68% | 2025: 69% | 2026: 70% | 2027: 71%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	66	65	66	-1
African American	55	64	55	9
American Indian				
Asian	75		75	
Hispanic	57	52	57	-5
Pacific Islander				
Two or More Races	50	60	50	10
White	75	72	75	-3
Economically Dis.	50	54	50	4
Special Education	60	27	60	-33
Former Special Ed.				
English Learner	38	60	38	22
Continuous Enrolled	65	64	65	-1
Noncontinuous En.	74	67	74	-7

Key:		On Track			Slightly Off Track				Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 51.0% to 58.5% by by 2026-2027. **(Current 2023: 52.5%** | 2024: 54% | 2025: 55.5% | 2026: 57% | 2027: 58.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	51	45	51	-6
African American	40	39	40	-1
American Indian				
Asian	80		80	
Hispanic	48	38	48	-10
Pacific Islander				
Two or More Races				
White	64	73	64	9
Economically Dis.	41	37	41	-4
Special Education	0	38	0	38
Former Special Ed.				
English Learner	50	47	50	-3
Continuous Enrolled	49	50	49	1
Noncontinuous En.	60	30	60	-30

| Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 51.0% to 58.5% by 2026-2027. (Current 2023: 52.5% | 2024: 54% | 2025: 55.5% | 2026: 57% | 2027: 58.5%)	OVERALL PROGRESS

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	51	45	51	-6
African American	53	29	53	-24
American Indian				
Asian	44	78	44	34
Hispanic	57	56	57	-1
Pacific Islander				
Two or More Races				
White	30	67	30	37
Economically Dis.	46	44	46	-2
Special Education	21	0	21	-21
Former Special Ed.				
English Learner	39	72	39	33
Continuous Enrolled	55	49	55	-6
Noncontinuous En.	43	38	43	-5

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.
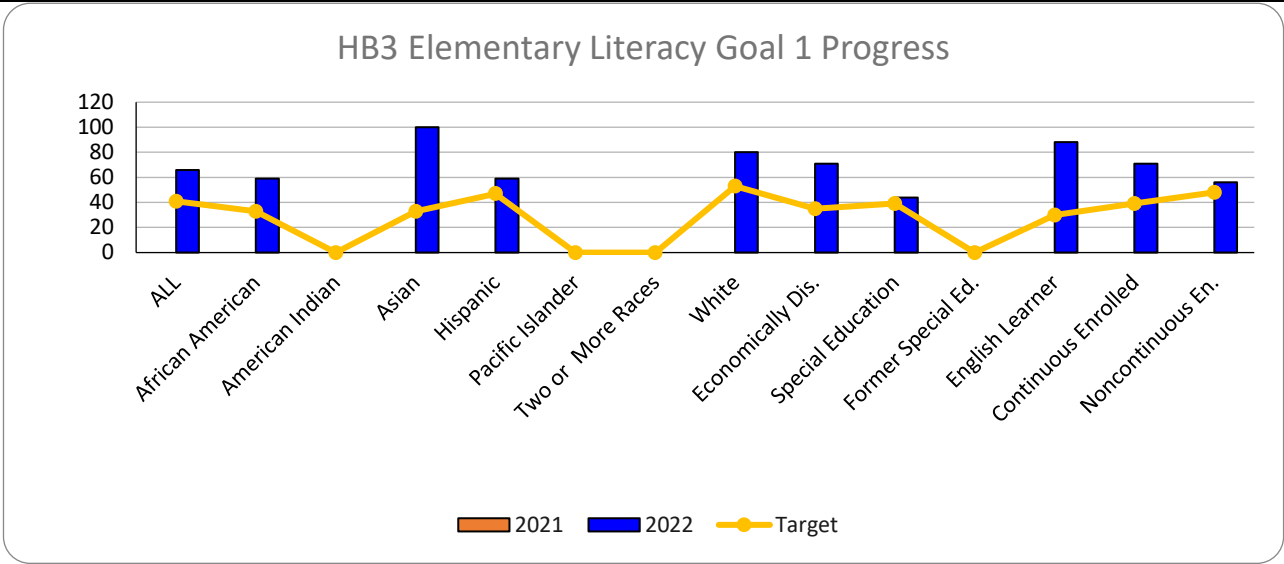
MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 48.0% to 55.5% by by 2026-2027. **(Current 2023: 49.5%** | 2024: 51% | 2025: 52.5% | 2026: 54% | 2027: 55.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target
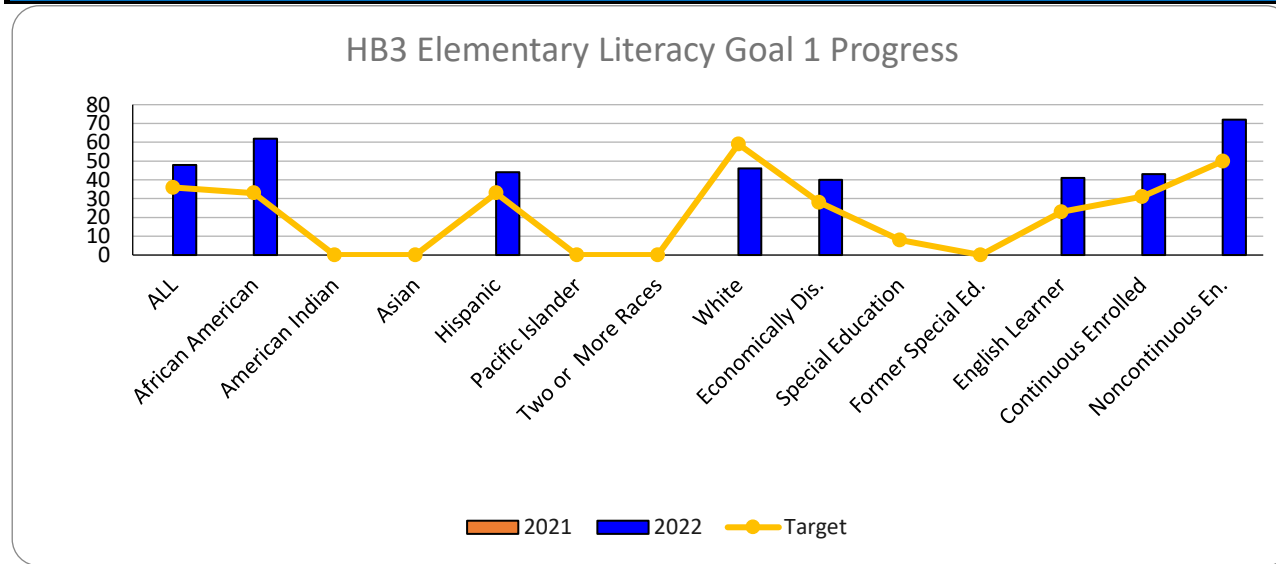
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	48	36	48	-12
African American	62	33	62	-29
American Indian				
Asian				
Hispanic	44	33	44	-11
Pacific Islander				
Two or More Races				
White	46	59	46	13
Economically Dis.	40	28	40	-12
Special Education	0	8	0	8
Former Special Ed.				
English Learner	41	23	41	-18
Continuous Enrolled	43	31	43	-12
Noncontinuous En.	72	50	72	-22

| Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 61.0% to 66.0% by by 2026-2027. (**Current 2023: 62%** | 2024: 63% | 2025: 64% | 2026: 65% | 2027: 66%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target
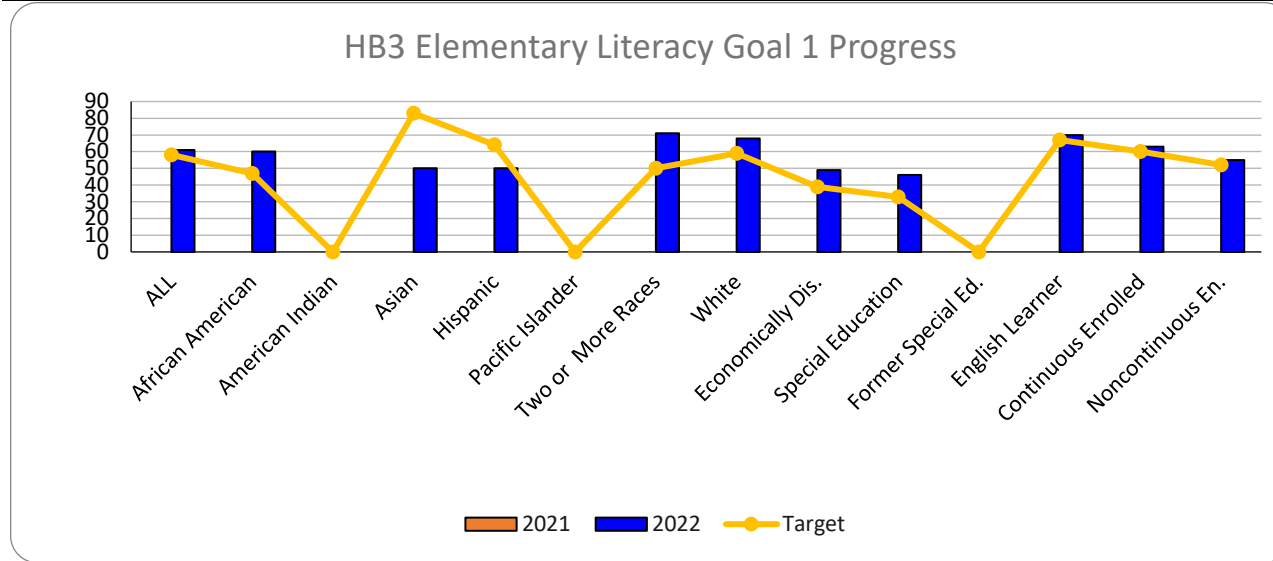
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	61	58	61	-3
African American	60	47	60	-13
American Indian				
Asian	50	83	50	33
Hispanic	50	64	50	14
Pacific Islander				
Two or More Races	71	50	71	-21
White	68	59	68	-9
Economically Dis.	49	39	49	-10
Special Education	46	33	46	-13
Former Special Ed.				
English Learner	70	67	70	-3
Continuous Enrolled	63	60	63	-3
Noncontinuous En.	55	52	55	-3

Key:	On Track		Slightly Off Track		Off Track

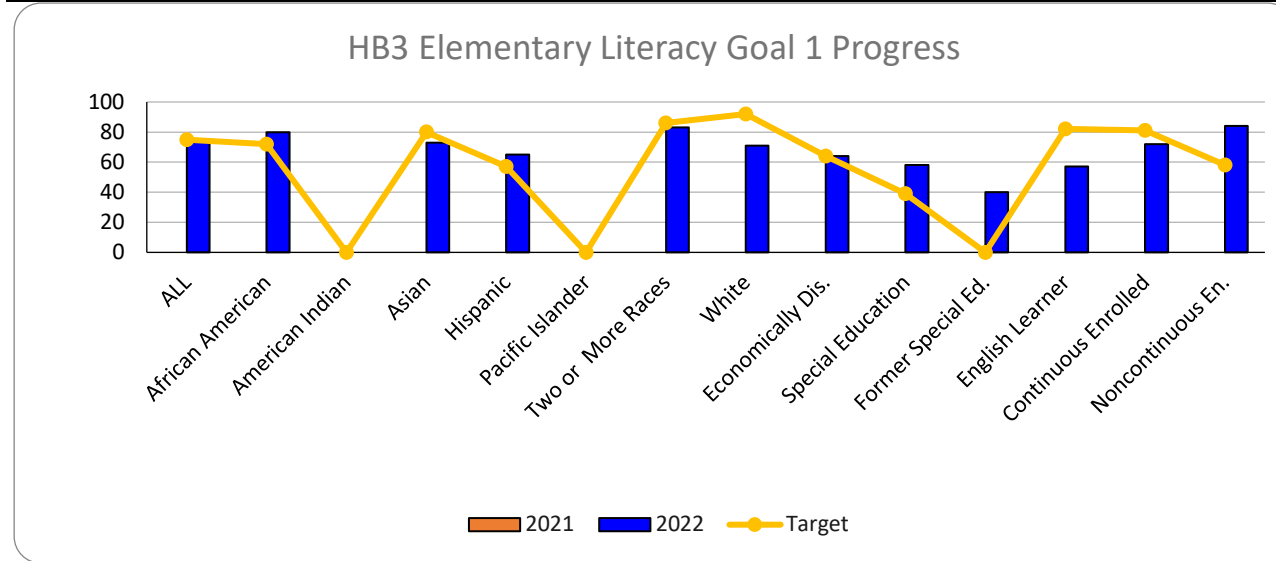**Student Group Targets Key Notes:**

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 66.0% to 71.0% by by 2026-2027. **(Current 2023: 67%** | 2024: 68% | 2025: 69% | 2026: 70% | 2027: 71%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	66	73	66	7
African American	50	65	50	15
American Indian				
Asian	43	83	43	40
Hispanic	65	65	65	0
Pacific Islander				
Two or More Races	100		100	
White	76	77	76	1
Economically Dis.	60	68	60	8
Special Education	36	46	36	10
Former Special Ed.				
English Learner	63	69	63	6
Continuous Enrolled	66	75	66	9
Noncontinuous En.	67	65	67	-2

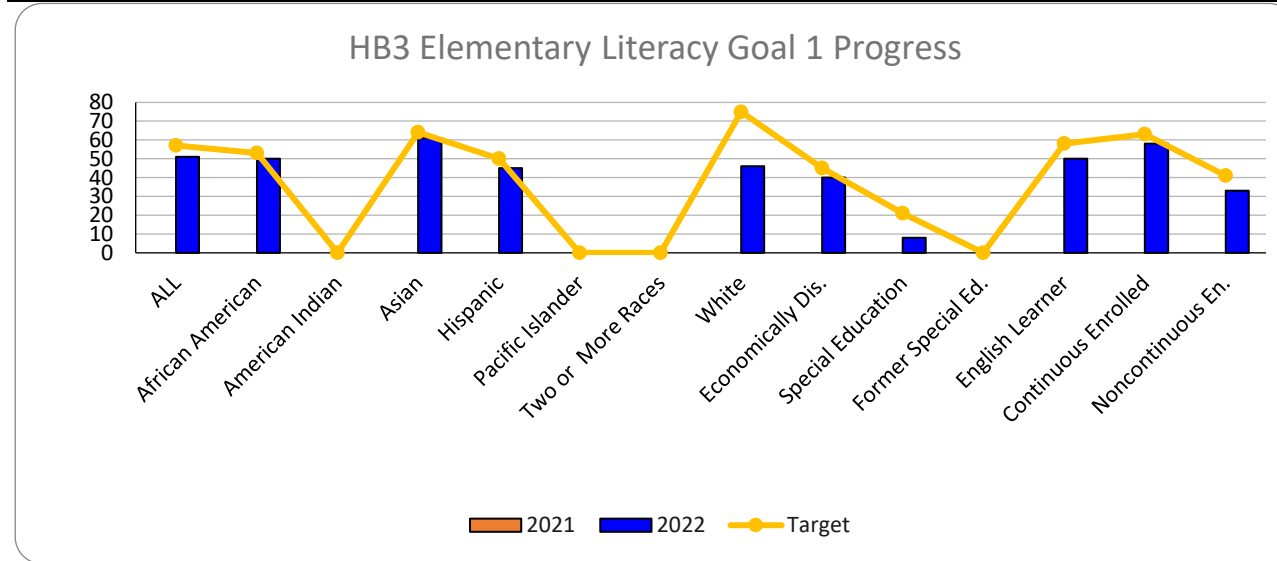| Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 57.0% to 64.5% by 2026-2027. **(Current 2023: 58.5%** | 2024: 60% | 2025: 61.5% | 2026: 63% | 2027: 64.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	57	58	57	1
African American	58	34	58	-24
American Indian				
Asian				
Hispanic	42	43	42	1
Pacific Islander				
Two or More Races	100		100	
White	66	82	66	16
Economically Dis.	56	40	56	-16
Special Education	67	50	67	-17
Former Special Ed.				
English Learner	60	67	60	7
Continuous Enrolled	57	55	57	-2
Noncontinuous En.	57	66	57	9

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 58.0% to 65.5% by 2026-2027. **(Current 2023: 59.5%** | 2024: 61% | 2025: 62.5% | 2026: 64% | 2027: 65.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target
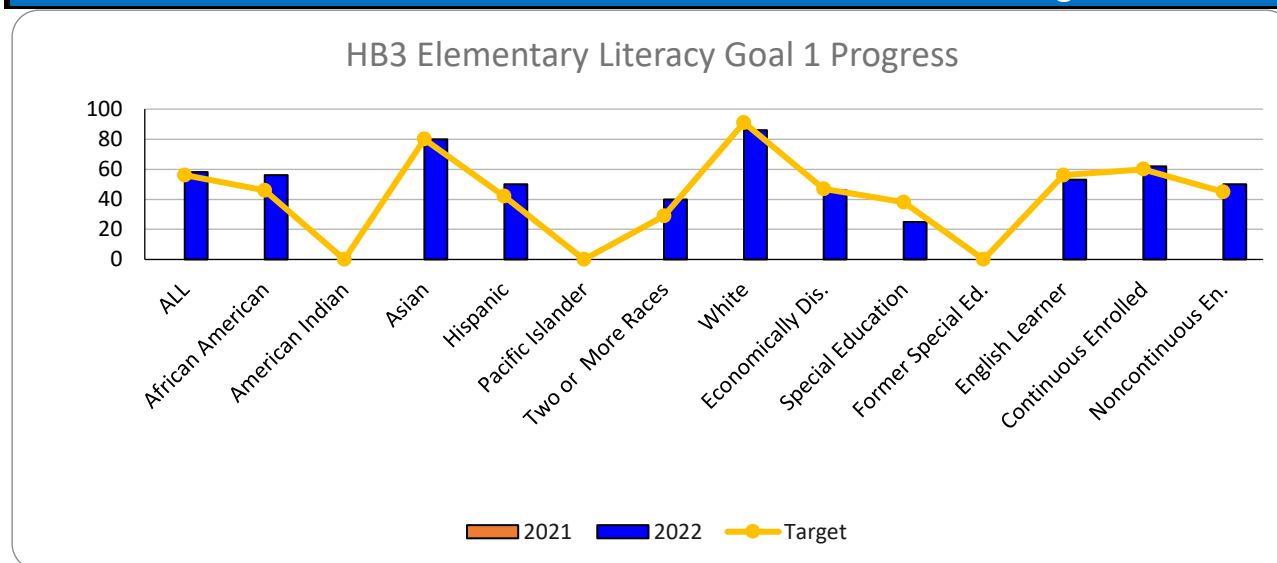
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	58	56	58	-2
African American	56	46	56	-10
American Indian				
Asian	80	80	80	0
Hispanic	50	42	50	-8
Pacific Islander				
Two or More Races	40	29	40	-11
White	86	91	86	5
Economically Dis.	46	47	46	1
Special Education	25	38	25	13
Former Special Ed.				
English Learner	53	56	53	3
Continuous Enrolled	62	60	62	-2
Noncontinuous En.	50	45	50	-5

Key: | On Track | Slightly Off Track | Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
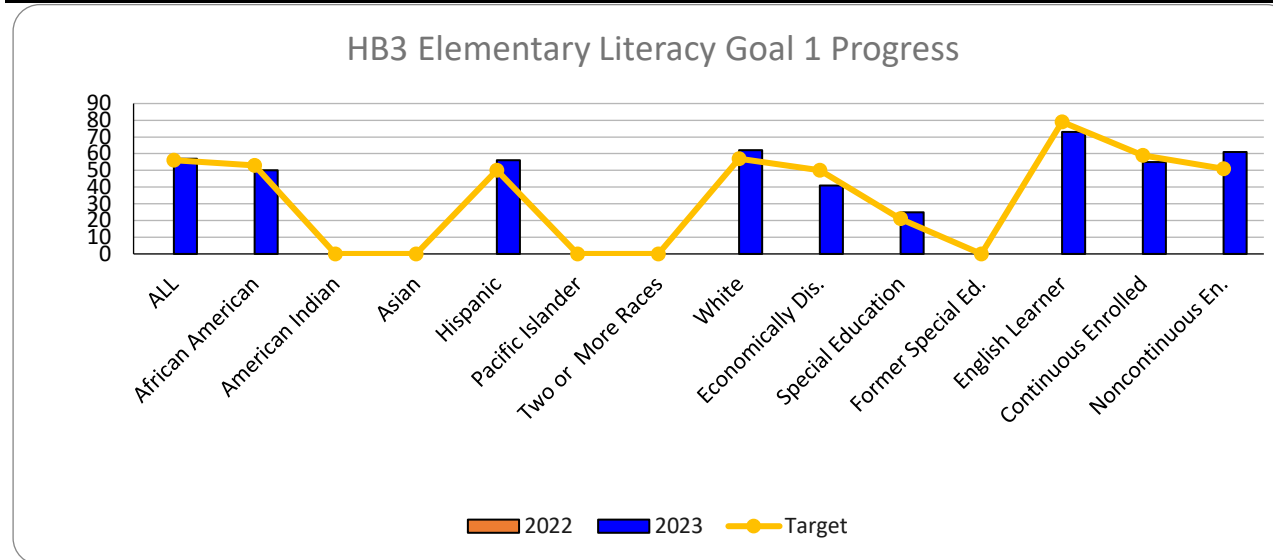
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 54.0% to 61.5% by 2026-2027. **(Current 2023: 55.5%** | 2024: 57% | 2025: 58.5% | 2026: 60% | 2027: 61.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target
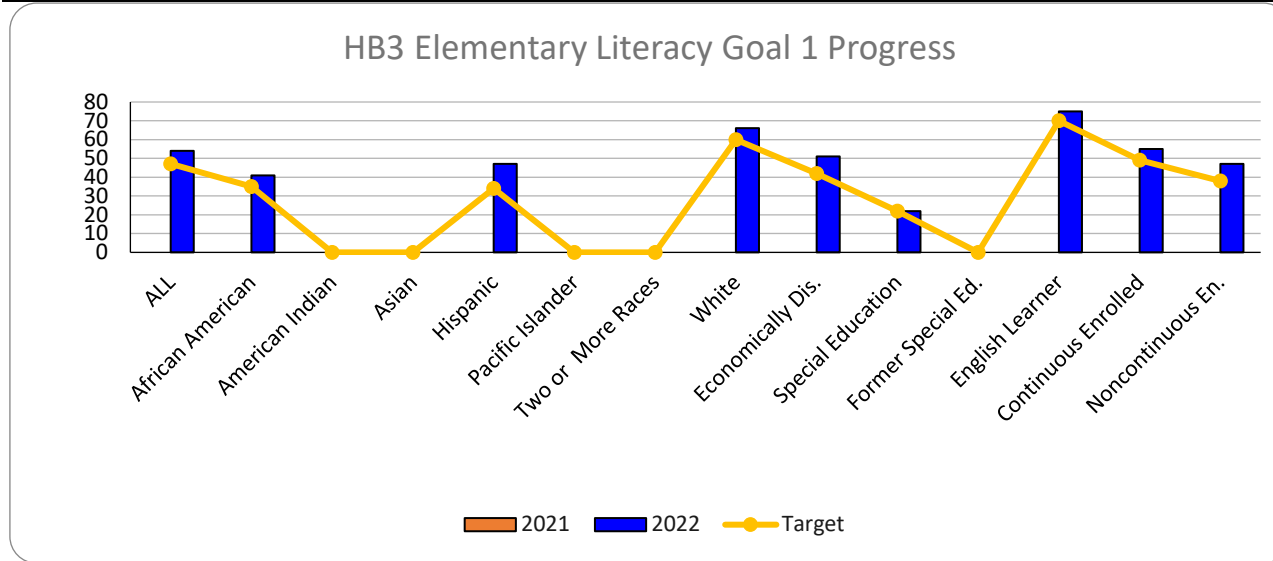
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	54	47	54	-7
African American	41	35	41	-6
American Indian				
Asian				
Hispanic	47	34	47	-13
Pacific Islander				
Two or More Races				
White	66	60	66	-6
Economically Dis.	51	42	51	-9
Special Education	22	22	22	0
Former Special Ed.				
English Learner	75	70	75	-5
Continuous Enrolled	55	49	55	-6
Noncontinuous En.	47	38	47	-9

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 66.0% to 71.0% by 2026-2027. **(Current 2023: 67%** | 2024: 68% | 2025: 69% | 2026: 70% | 2027: 71%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	66	41	66	-25
African American	59	33	59	-26
American Indian				
Asian	100	33	100	-67
Hispanic	59	47	59	-12
Pacific Islander				
Two or More Races				
White	80	53	80	-27
Economically Dis.	71	35	71	-36
Special Education	44	39	44	-5
Former Special Ed.				
English Learner	88	30	88	-58
Continuous Enrolled	71	39	71	-32
Noncontinuous En.	56	48	56	-8

Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
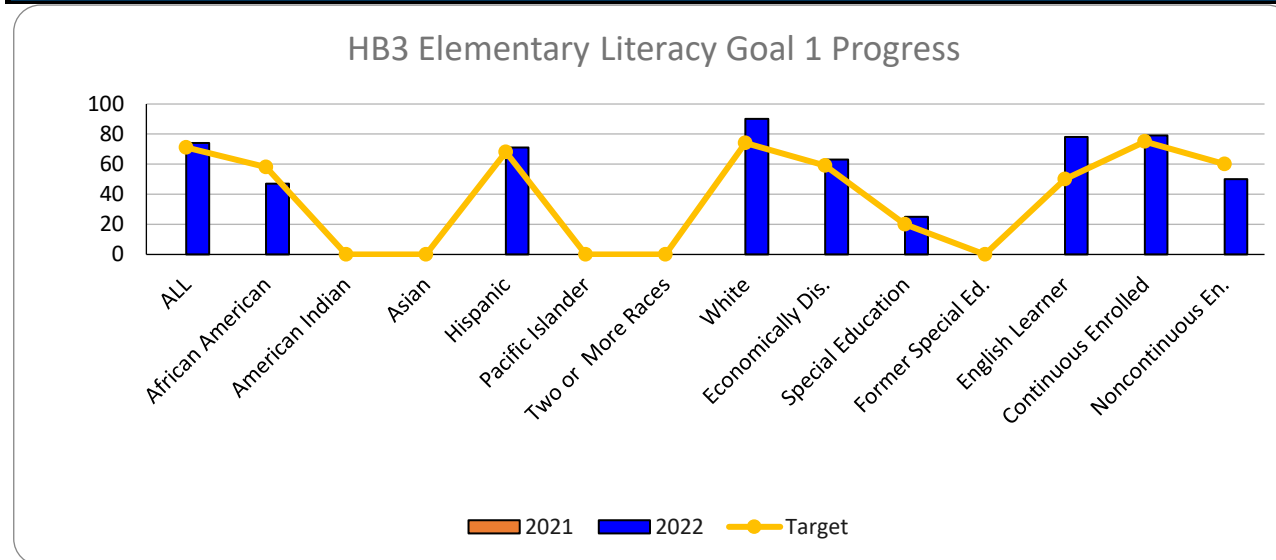
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 76.0% to 78.5% by 2026-2027. **(Current 2023: 76.5%** | 2024: 77% | 2025: 77.5% | 2026: 78% | 2027: 78.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target
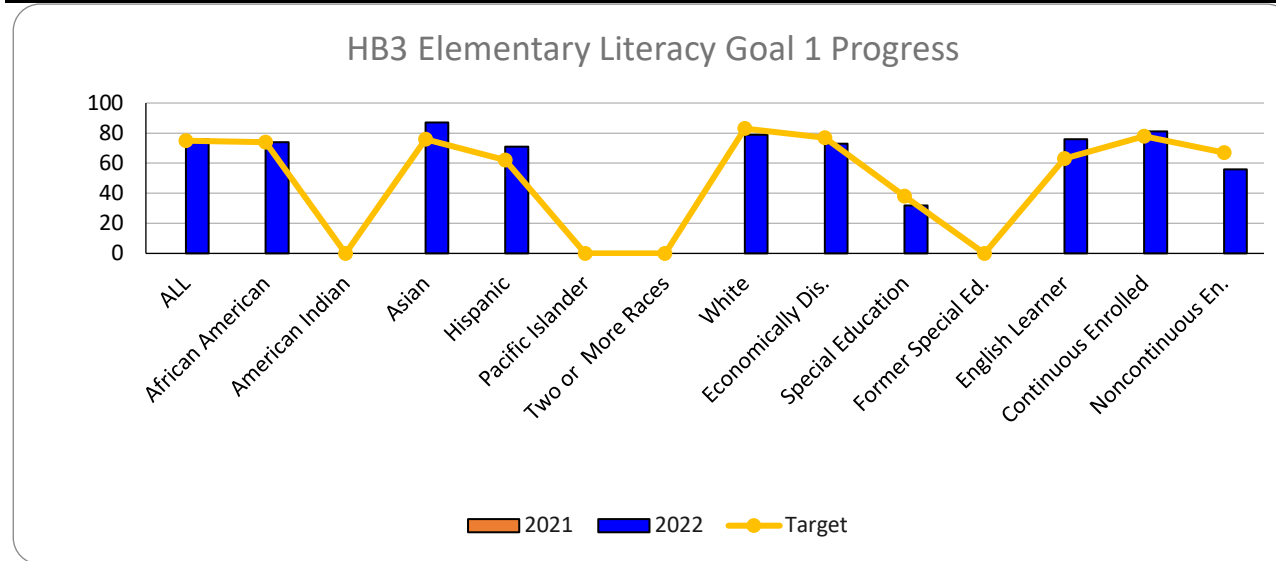
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	76	75	76	-1
African American	74	74	74	0
American Indian				
Asian	87	76	87	-11
Hispanic	71	62	71	-9
Pacific Islander				
Two or More Races				
White	79	83	79	4
Economically Dis.	73	77	73	4
Special Education	32	38	32	6
Former Special Ed.				
English Learner	76	63	76	-13
Continuous Enrolled	81	78	81	-3
Noncontinuous En.	56	67	56	11

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 74.0% to 76.5% by 2026-2027. **(Current 2023: 74.5%** | 2024: 75% | 2025: 75.5% | 2026: 76% | 2027: 76.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	74	75	74	1
African American	80	72	80	-8
American Indian				
Asian	73	80	73	7
Hispanic	65	57	65	-8
Pacific Islander				
Two or More Races	83	86	83	3
White	71	92	71	21
Economically Dis.	64	64	64	0
Special Education	58	39	58	-19
Former Special Ed.	40		40	
English Learner	57	82	57	25
Continuous Enrolled	72	81	72	9
Noncontinuous En.	84	58	84	-26

| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 51.0% to 58.5% by 2026-2027. (**Current 2023: 52.5%** | 2024: 54% | 2025: 55.5% | 2026: 57% | 2027: 58.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	51	57	51	6
African American	50	53	50	3
American Indian				
Asian	61	64	61	3
Hispanic	45	50	45	5
Pacific Islander				
Two or More Races				
White	46	75	46	29
Economically Dis.	40	45	40	5
Special Education	8	21	8	13
Former Special Ed.				
English Learner	50	58	50	8
Continuous Enrolled	58	63	58	5
Noncontinuous En.	33	41	33	8

Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 42.0% to 52.0% by 2026-2027. **(Current 2023: 44%** | 2024: 46% | 2025: 48% | 2026: 50% | 2027: 52%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 | 2022 | Target
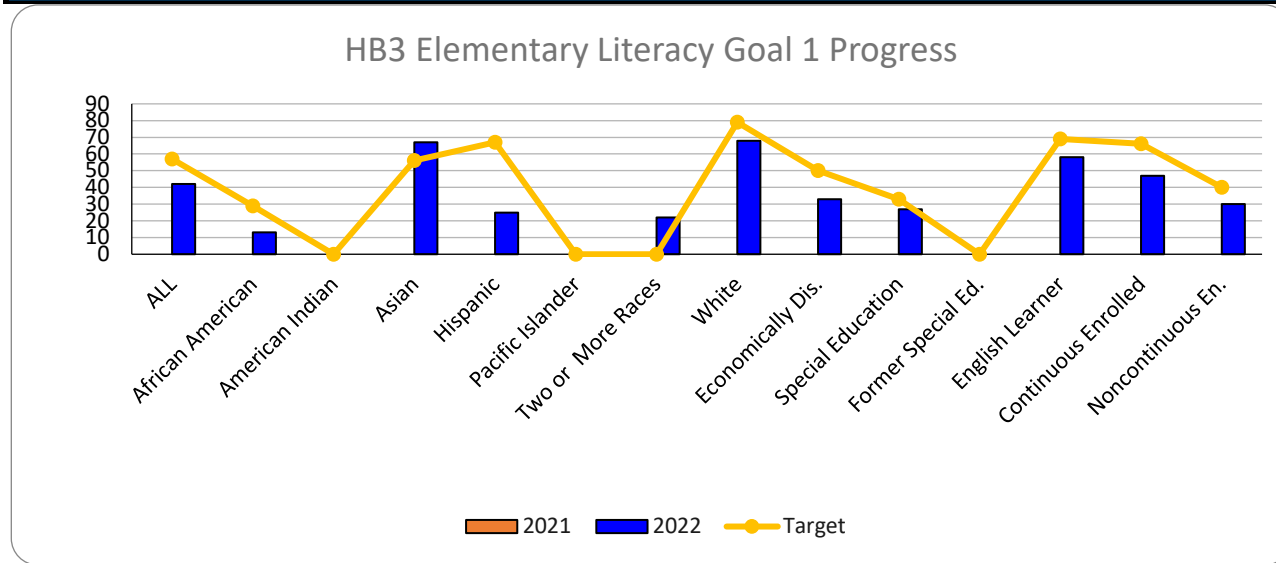
Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	42	57	42	15
African American	13	29	13	16
American Indian				
Asian	67	56	67	-11
Hispanic	25	67	25	42
Pacific Islander				
Two or More Races	22		22	
White	68	79	68	11
Economically Dis.	33	50	33	17
Special Education	27	33	27	6
Former Special Ed.				
English Learner	58	69	58	11
Continuous Enrolled	47	66	47	19
Noncontinuous En.	30	40	30	10

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 57.0% to 64.5% by 2026-2027. **(Current 2023: 58.5%** | 2024: 60% | 2025: 61.5% | 2026: 63% | 2027: 64.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2022 | 2023 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	57	56	57	-1
African American	50	53	50	3
American Indian				
Asian				
Hispanic	56	50	56	-6
Pacific Islander				
Two or More Races				
White	62	57	62	-5
Economically Dis.	41	50	41	9
Special Education	25	21	25	-4
Former Special Ed.				
English Learner	73	79	73	6
Continuous Enrolled	55	59	55	4
Noncontinuous En.	61	51	61	-10

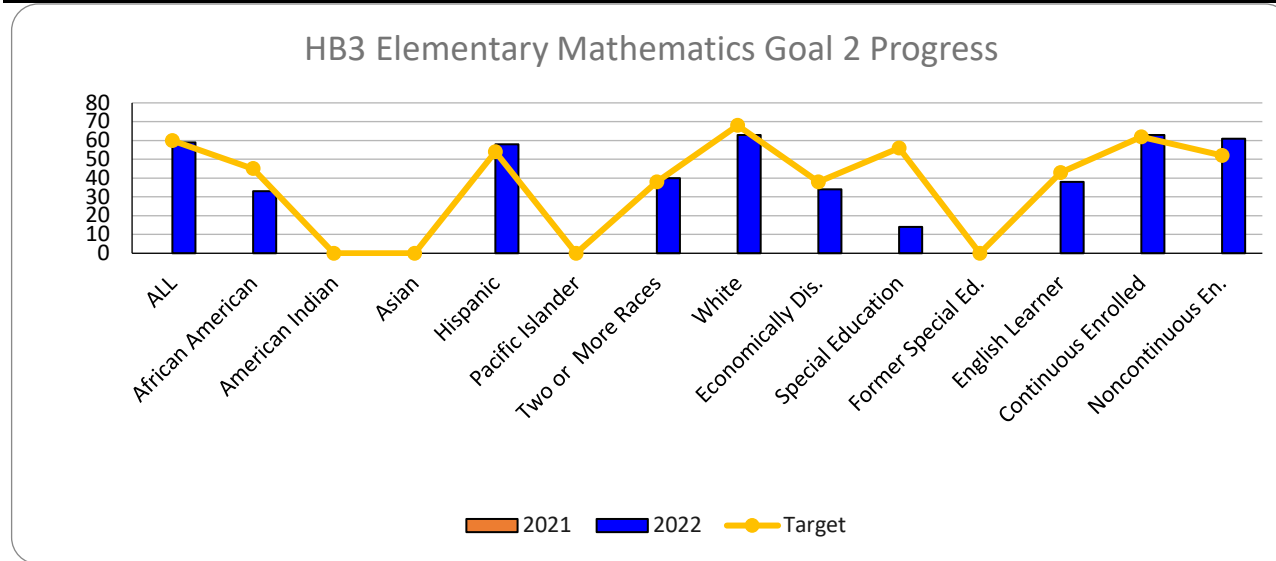| Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 60% to 65% by 2026-2027. (**Current 2023: 61%** | 2024: 62% | 2025: 63% | 2026: 64% | 2027: 65%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021 / 2022 / Target
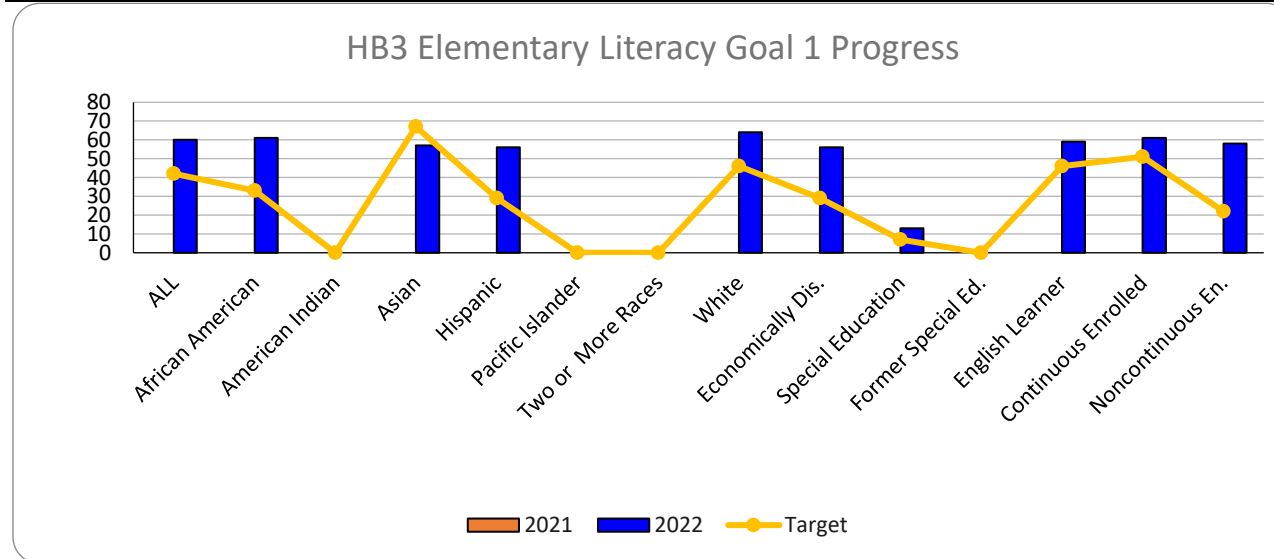
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	60	42	60	-18
African American	61	33	61	-28
American Indian				
Asian	57	67	57	10
Hispanic	56	29	56	-27
Pacific Islander				
Two or More Races				
White	64	46	64	-18
Economically Dis.	56	29	56	-27
Special Education	13	7	13	-6
Former Special Ed.				
English Learner	59	46	59	-13
Continuous Enrolled	61	51	61	-10
Noncontinuous En.	58	22	58	-36

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 74.0% to 76.5% by 2026-2027. **(Current 2023: 74.5%** | 2024: 75% | 2025: 75.5% | 2026: 76% | 2027: 76.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	74	71	74	-3
African American	47	58	47	11
American Indian				
Asian				
Hispanic	71	68	71	-3
Pacific Islander				
Two or More Races				
White	90	74	90	-16
Economically Dis.	63	59	63	-4
Special Education	25	20	25	-5
Former Special Ed.				
English Learner	78	50	78	-28
Continuous Enrolled	79	75	79	-4
Noncontinuous En.	50	60	50	10

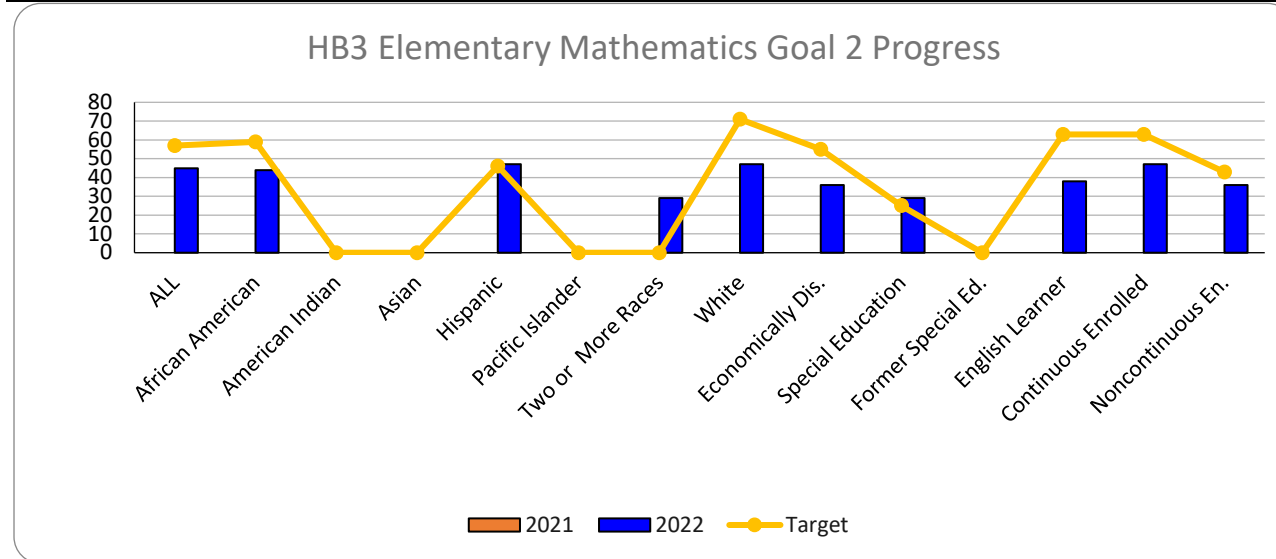| Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 1: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading from 68.0% to 73.0% by 2026-2027. **(Current 2023: 69%** | 2024: 70% | 2025: 71% | 2026: 72% | 2027: 73%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Literacy Goal 1 Progress

Legend: 2021, 2022, Target
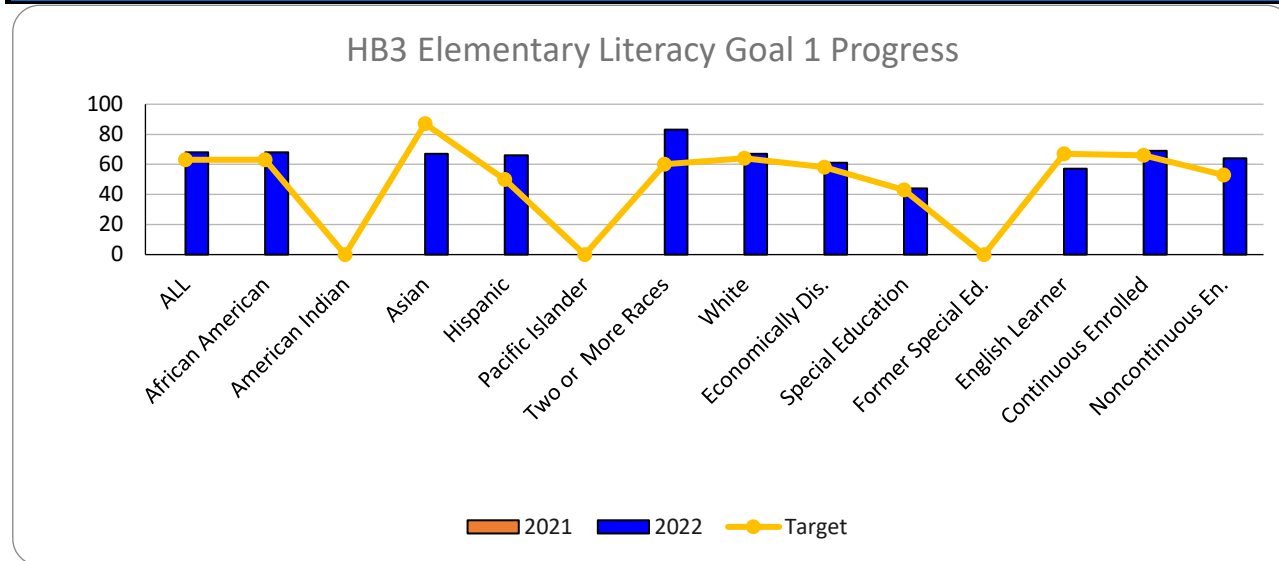
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	68	63	68	-5
African American	68	63	68	-5
American Indian				
Asian	67	87	67	20
Hispanic	66	50	66	-16
Pacific Islander				
Two or More Races	83	60	83	-23
White	67	64	67	-3
Economically Dis.	61	58	61	-3
Special Education	44	43	44	-1
Former Special Ed.				
English Learner	57	67	67	10
Continuous Enrolled	69	66	69	-3
Noncontinuous En.	64	53	64	-11

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

|	
	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 50% to 60% by 2026-2027. **(Current 2023: 52%** | 2024: 54% | 2025: 56% | 2026: 58% | 2027: 60%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal Progress

Legend: 2021 | 2022 | Target
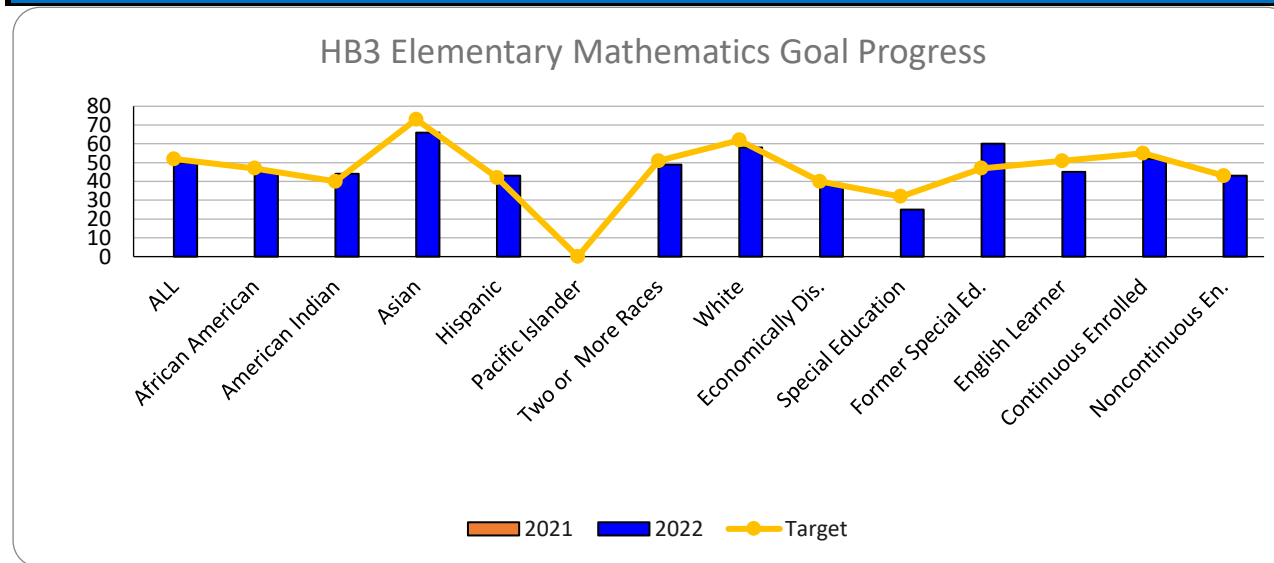
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	50	52	50	2
African American	45	47	45	2
American Indian	44	40	44	-4
Asian	66	73	66	7
Hispanic	43	42	43	-1
Pacific Islander				
Two or More Races	49	51	49	2
White	58	62	58	4
Economically Dis.	38	40	38	2
Special Education	25	32	25	7
Former Special Ed.	60	47	60	-13
English Learner	45	51	45	6
Continuous Enrolled	52	55	52	3
Noncontinuous En.	43	43	43	0

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

|	
	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
	Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
	Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 45.0% to 52.5% by 2026-2027. **(Current 2023: 46.5%** | 2024: 48% | 2025: 49.5% | 2026: 51% | 2027: 52.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	45	51	45	6
African American	38	68	38	30
American Indian				
Asian				
Hispanic	42	41	42	-1
Pacific Islander				
Two or More Races				
White	58	62	58	4
Economically Dis.	40	46	40	6
Special Education				
Former Special Ed.	20		20	
English Learner	47	42	47	-5
Continuous Enrolled	45	52	45	7
Noncontinuous En.	28	48	35	13

Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

**Overall Progress Key Notes:**

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 39.0% to 49.0% by 2026-2027. **(Current 2023: 41%** | 2024: 43% | 2025: 45% | 2026: 47% | 2027: 49%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
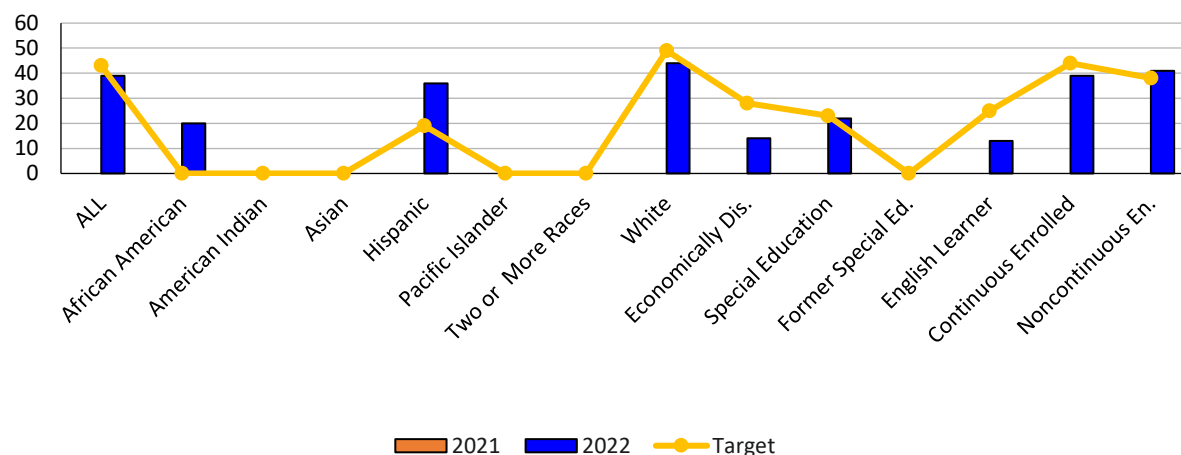
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	39	43	39	4
African American	20		20	
American Indian				
Asian				
Hispanic	36	19	36	-17
Pacific Islander				
Two or More Races				
White	44	49	44	5
Economically Dis.	14	28	14	14
Special Education	22	23	22	1
Former Special Ed.				
English Learner	13	25	13	12
Continuous Enrolled	39	44	39	5
Noncontinuous En.	41	38	41	-3

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 59.0% to 66.5% by 2026-2027. **(Current 2023: 60.5%** | 2024: 62% | 2025: 63.5% | 2026: 65% | 2027: 66.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 ■ 2022 ━●━ Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	59	60	59	1
African American	33	45	33	12
American Indian				
Asian				
Hispanic	58	54	58	-4
Pacific Islander				
Two or More Races	40	38	40	-2
White	63	68	63	5
Economically Dis.	34	38	34	4
Special Education	14	56	14	42
Former Special Ed.				
English Learner	38	43	38	5
Continuous Enrolled	63	62	63	-1
Noncontinuous En.	61	52	76	-24

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

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Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 45.0% to 52.5% by 2026-2027. **(Current 2023: 46.5%** | 2024: 48% | 2025: 49.5% | 2026: 51% | 2027: 52.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	45	57	45	12
African American	44	59	44	15
American Indian				
Asian				
Hispanic	47	46	47	-1
Pacific Islander				
Two or More Races	29		29	
White	47	71	47	24
Economically Dis.	36	55	36	19
Special Education	29	25	29	-4
Former Special Ed.				
English Learner	38	63	38	25
Continuous Enrolled	47	63	47	16
Noncontinuous En.	36	43	36	7

| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 24.0% to 36.5% by 2026-2027. **(Current 2023: 26.5%** | 2024: 29% | 2025: 31.5% | 2026: 34% | 2027: 36.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
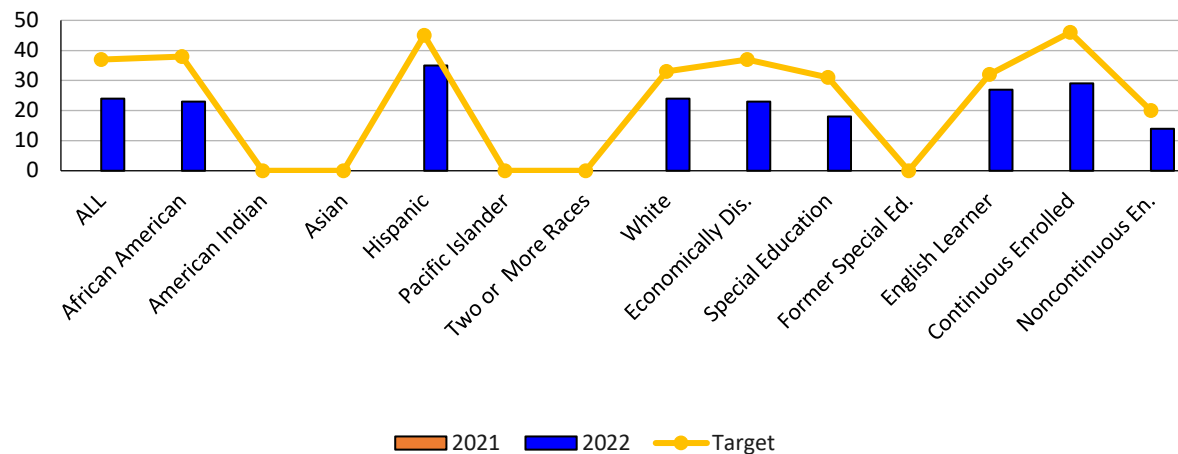
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	24	37	24	13
African American	23	38	23	15
American Indian				
Asian				
Hispanic	35	45	35	10
Pacific Islander				
Two or More Races				
White	24	33	24	9
Economically Dis.	23	37	23	14
Special Education	18	31	18	13
Former Special Ed.				
English Learner	27	32	27	5
Continuous Enrolled	29	46	29	17
Noncontinuous En.	14	20	14	6

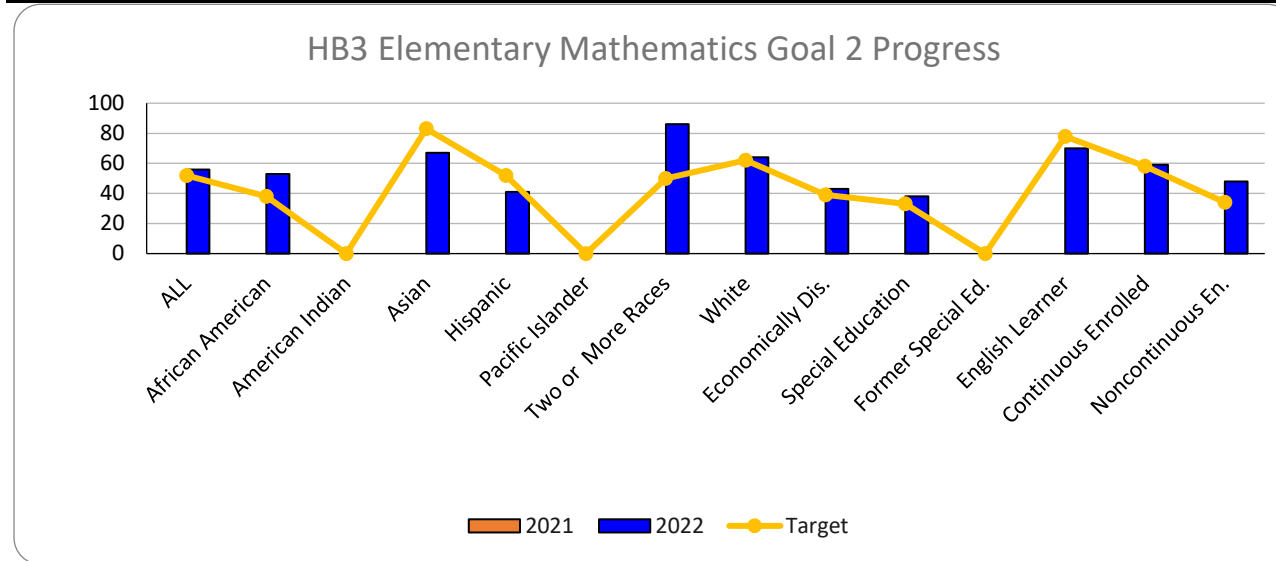| Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 28.0% to 40.5% by 2026-2027. (**Current 2023: 30.5%** | 2024: 33% | 2025: 35.5% | 2026: 38% | 2027: 40.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
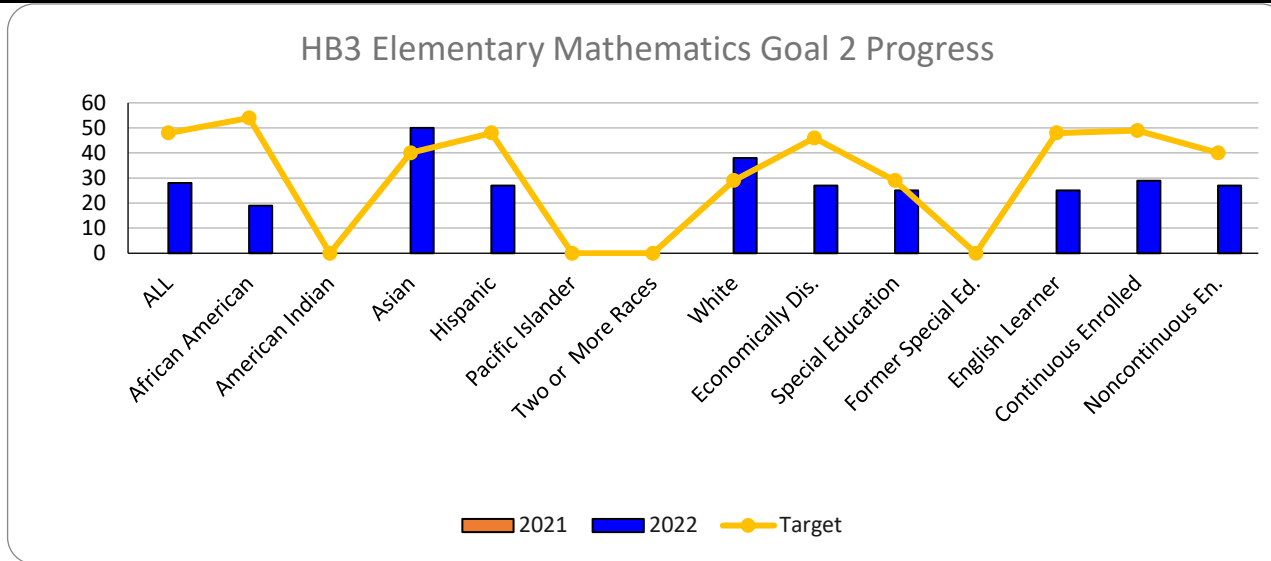
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	28	48	28	20
African American	19	54	19	35
American Indian				
Asian	50	40	50	-10
Hispanic	27	48	27	21
Pacific Islander				
Two or More Races				
White	38	29	38	-9
Economically Dis.	27	46	27	19
Special Education	25	29	25	4
Former Special Ed.				
English Learner	25	48	25	23
Continuous Enrolled	29	49	29	20
Noncontinuous En.	27	40	27	13

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 66.0% to 71.0% by 2026-2027. **(Current 2023: 67%** | 2024: 68% | 2025: 69% | 2026: 70% | 2027: 71%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target
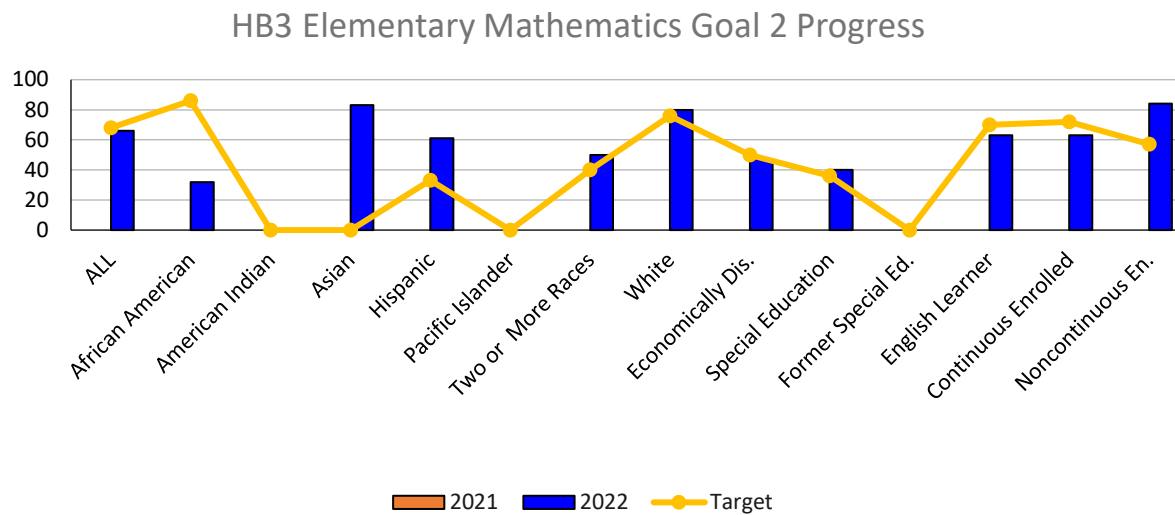
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	66	68	66	2
African American	32	86	32	54
American Indian				
Asian	83		83	
Hispanic	61	33	61	-28
Pacific Islander				
Two or More Races	50	40	50	-10
White	80	76	80	-4
Economically Dis.	47	50	47	3
Special Education	40	36	40	-4
Former Special Ed.				
English Learner	63	70	63	7
Continuous Enrolled	63	72	63	9
Noncontinuous En.	84	57	84	-27

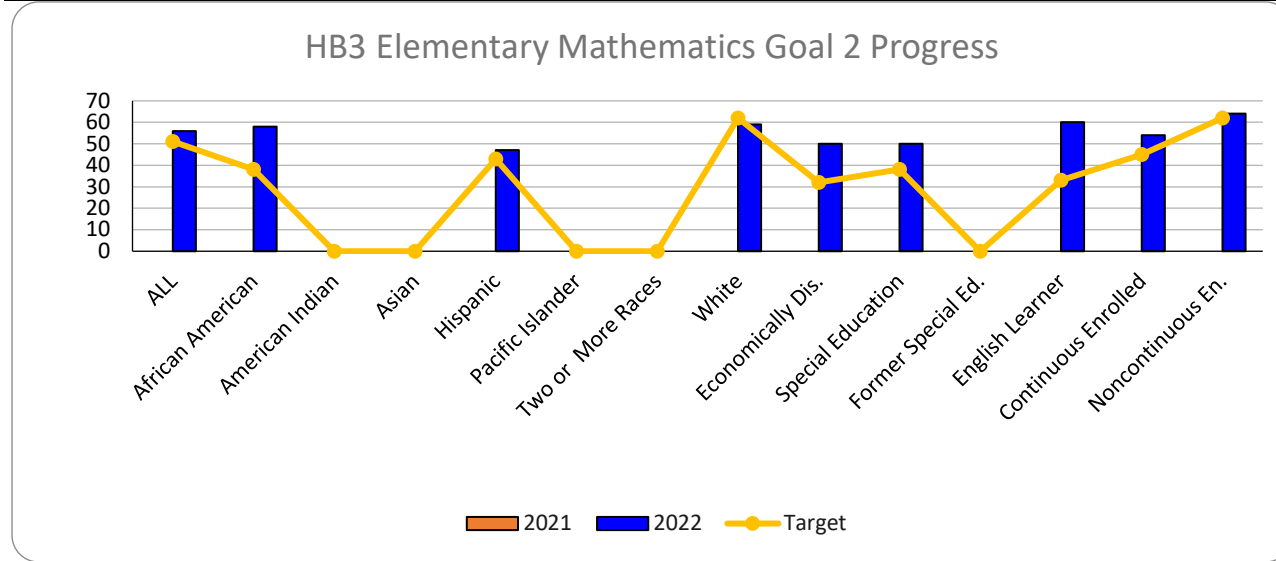| Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.
Slightly Off Track - One to five points below the student group target.
Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.
Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.
Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 31.0% to 41.0% by 2026-2027. **(Current 2023: 33%** | 2024: 35% | 2025: 37% | 2026: 39% | 2027: 41%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target
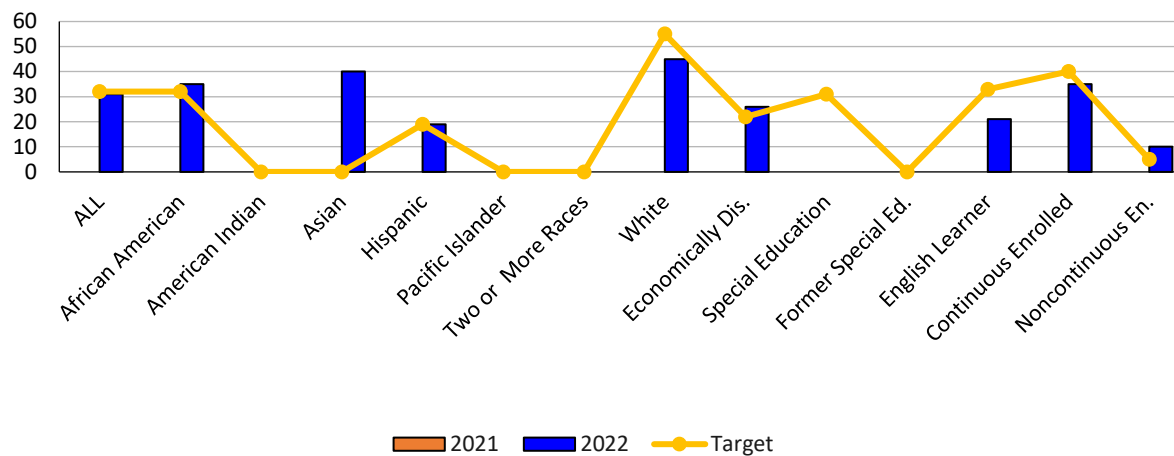
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	31	32	31	1
African American	35	32	35	-3
American Indian				
Asian	40		40	
Hispanic	19	19	19	0
Pacific Islander				
Two or More Races				
White	45	55	45	10
Economically Dis.	26	22	26	-4
Special Education	0	31	0	31
Former Special Ed.				
English Learner	21	33	21	12
Continuous Enrolled	35	40	35	5
Noncontinuous En.	10	5	10	-5

Key: | On Track | | Slightly Off Track | | Off Track |

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.
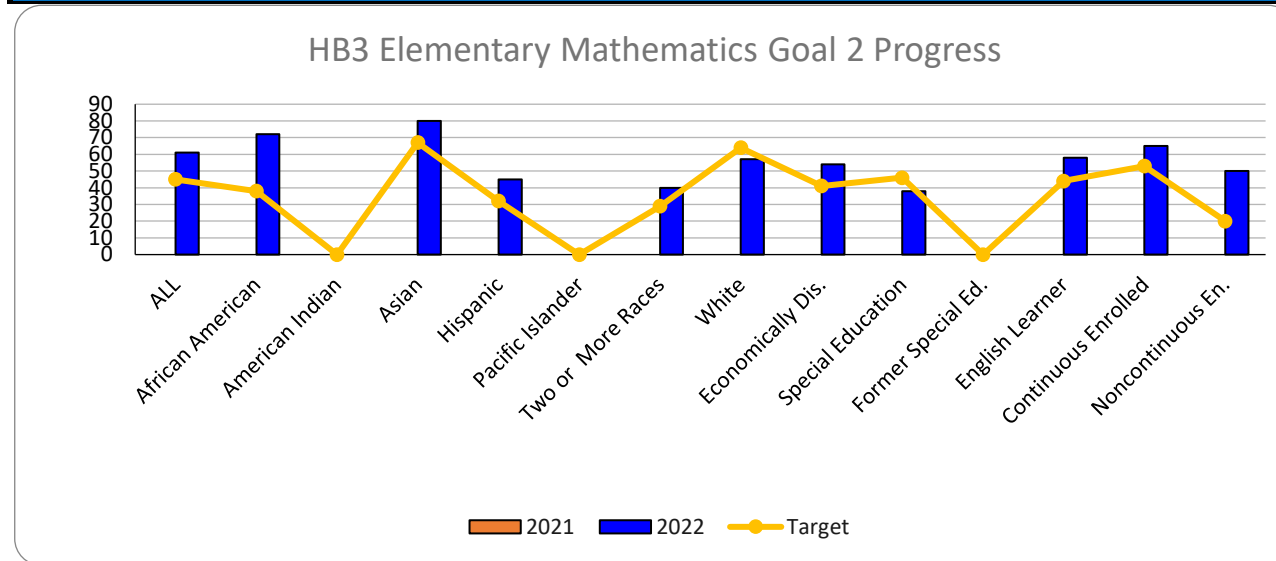
Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

| **Goal 2:** Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 46.0% to 53.5% by 2026-2027.
 (Current 2023: 47.5% \| 2024: 49% \| 2025: 50.5% \| 2026: 52% \| 2027: 53.5%) | **OVERALL PROGRESS** |

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	46	51	46	5
African American	44	31	44	-13
American Indian				
Asian	56	89	56	33
Hispanic	57	56	57	-1
Pacific Islander				
Two or More Races				
White	20	78	20	58
Economically Dis.	44	48	44	4
Special Education	21	17	21	-4
Former Special Ed.				
English Learner	39	78	39	39
Continuous Enrolled	53	58	53	5
Noncontinuous En.	30	38	30	8

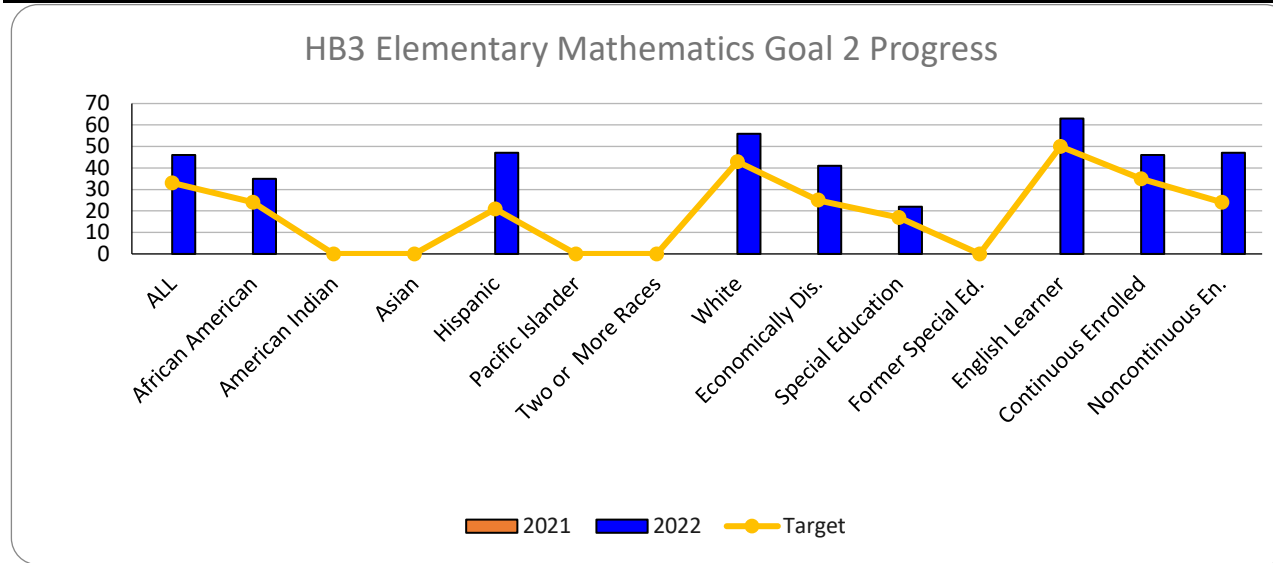| Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 40.0% to 50.0% by 2026-2027. **(Current 2023: 42%** | 2024: 44% | 2025: 46% | 2026: 48% | 2027: 50%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target
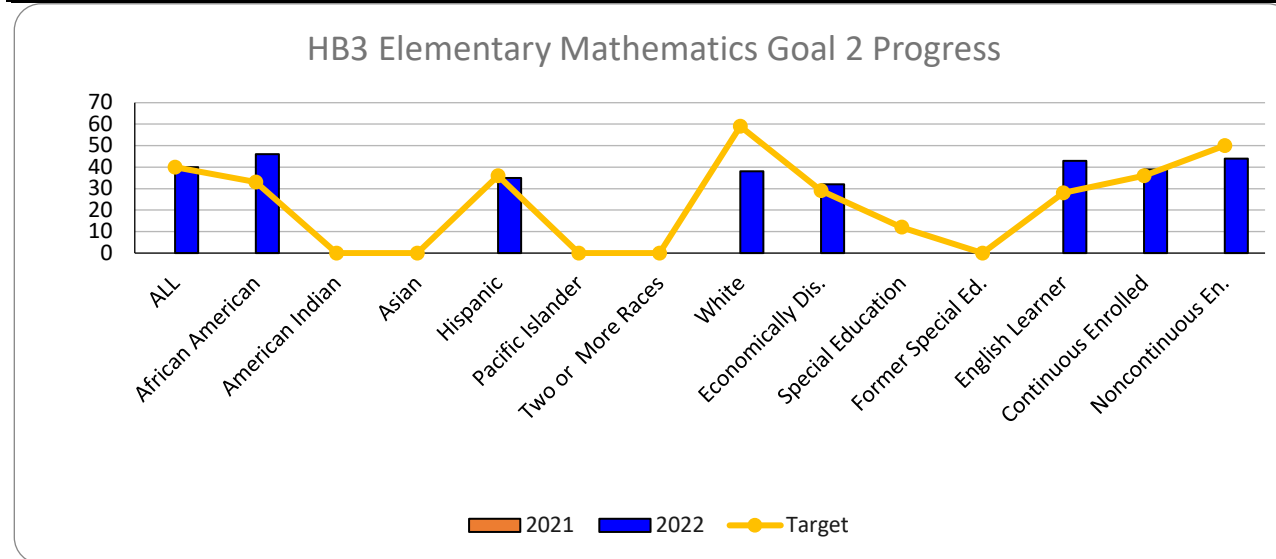
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	40	40	40	0
African American	46	33	46	-13
American Indian				
Asian				
Hispanic	35	36	35	1
Pacific Islander				
Two or More Races				
White	38	59	38	21
Economically Dis.	32	29	32	-3
Special Education	0	12	0	12
Former Special Ed.				
English Learner	43	28	43	-15
Continuous Enrolled	39	36	39	-3
Noncontinuous En.	44	50	44	6

Key:	On Track		Slightly Off Track		Off Track

**Student Group Targets Key Notes:**

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 56.0% to 63.5% by 2026-2027. **(Current 2023: 57.5%** | 2024: 59% | 2025: 60.5% | 2026: 62% | 2027: 63.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021   2022   Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	56	52	56	-4
African American	53	38	53	-15
American Indian				
Asian	67	83	67	16
Hispanic	41	52	41	11
Pacific Islander				
Two or More Races	86	50	86	-36
White	64	62	64	-2
Economically Dis.	43	39	43	-4
Special Education	38	33	38	-5
Former Special Ed.				
English Learner	70	78	70	8
Continuous Enrolled	59	58	59	-1
Noncontinuous En.	48	34	48	-14

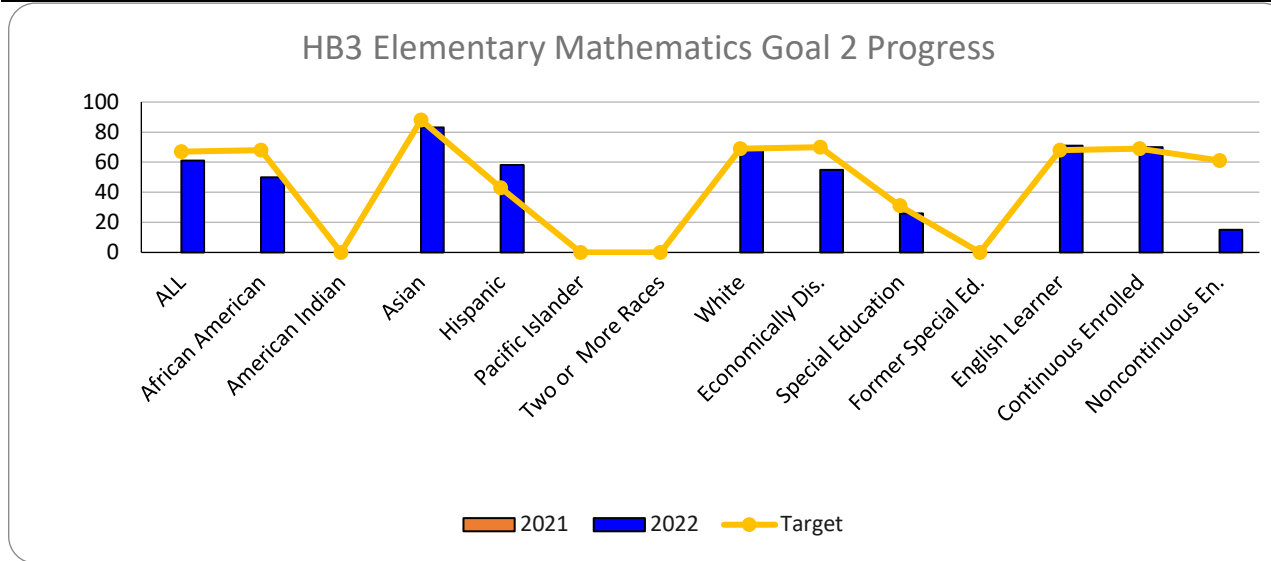| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 51.0% to 58.5% by 2026-2027. **(Current 2023: 52.5%** | 2024: 54% | 2025: 55.5% | 2026: 57% | 2027: 58.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: ■ 2021 ■ 2022 —●— Target
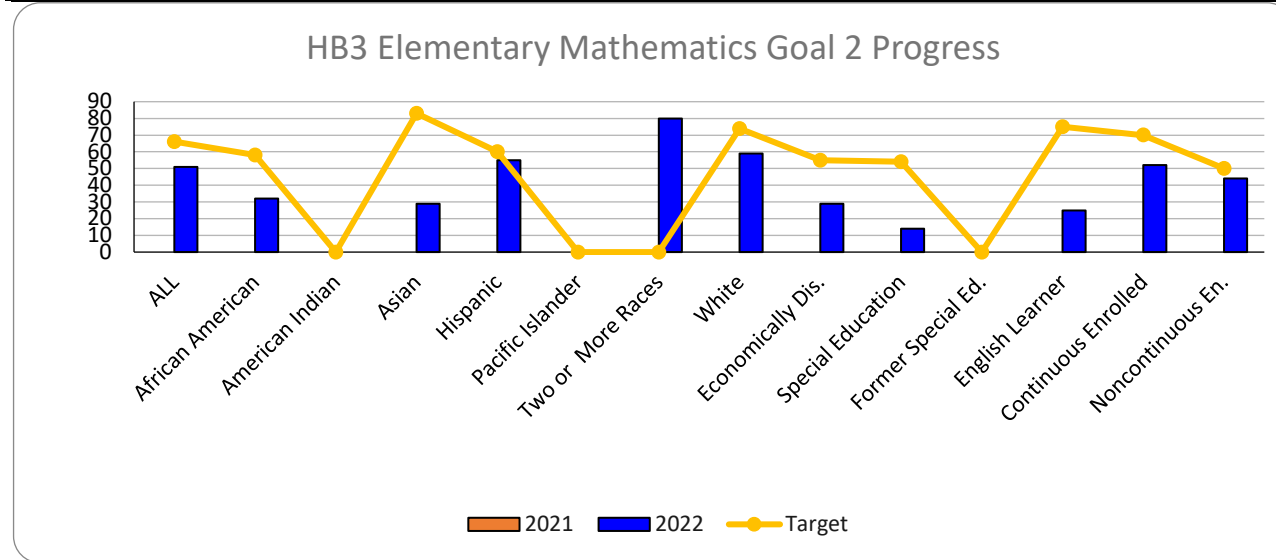
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	51	66	51	15
African American	32	58	32	26
American Indian				
Asian	29	83	29	54
Hispanic	55	60	55	5
Pacific Islander				
Two or More Races	80		80	
White	59	74	59	15
Economically Dis.	29	55	29	26
Special Education	14	54	14	40
Former Special Ed.				
English Learner	25	75	25	50
Continuous Enrolled	52	70	52	18
Noncontinuous En.	44	50	44	6

| Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 56.0% to 63.5% by 2026-2027. **(Current 2023: 57.5%** | 2024: 59% | 2025: 60.5% | 2026: 62% | 2027: 63.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	56	51	56	-5
African American	58	38	58	-20
American Indian				
Asian				
Hispanic	47	43	47	-4
Pacific Islander				
Two or More Races				
White	59	62	59	3
Economically Dis.	50	32	50	-18
Special Education	50	38	50	-12
Former Special Ed.				
English Learner	60	33	60	-27
Continuous Enrolled	54	45	54	-9
Noncontinuous En.	64	62	64	-2

| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

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	On Track- Met or exceeded ALL the student group targets evaluated.
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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 61.0% to 66.0% by 2026-2027. (**Current 2023: 62%** | 2024: 63% | 2025: 64% | 2026: 65% | 2027: 66%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	61	45	61	-16
African American	72	38	72	-34
American Indian				
Asian	80	67	80	-13
Hispanic	45	32	45	-13
Pacific Islander				
Two or More Races	40	29	40	-11
White	57	64	57	7
Economically Dis.	54	41	54	-13
Special Education	38	46	38	8
Former Special Ed.				
English Learner	58	44	58	-14
Continuous Enrolled	65	53	65	-12
Noncontinuous En.	50	20	50	-30

Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	**Date: January 2024**
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 46.0% to 53.5% by 2026-2027. **(Current 2023: 47.5% |** 2024: 49% **|** 2025: 50.5% | 2026: 52% | 2027: 53.5%)**	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	46	33	46	-13
African American	35	24	35	-11
American Indian				
Asian				
Hispanic	47	21	47	-26
Pacific Islander				
Two or More Races				
White	56	43	56	-13
Economically Dis.	41	25	41	-16
Special Education	22	17	22	-5
Former Special Ed.				
English Learner	63	50	63	-13
Continuous Enrolled	46	35	46	-11
Noncontinuous En.	47	24	47	-23

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 49.0% to 56.5% by 2026-2027. **(Current 2023: 50.5%** | 2024: 52% | 2025: 53.5% | 2026: 55% | 2027: 56.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress
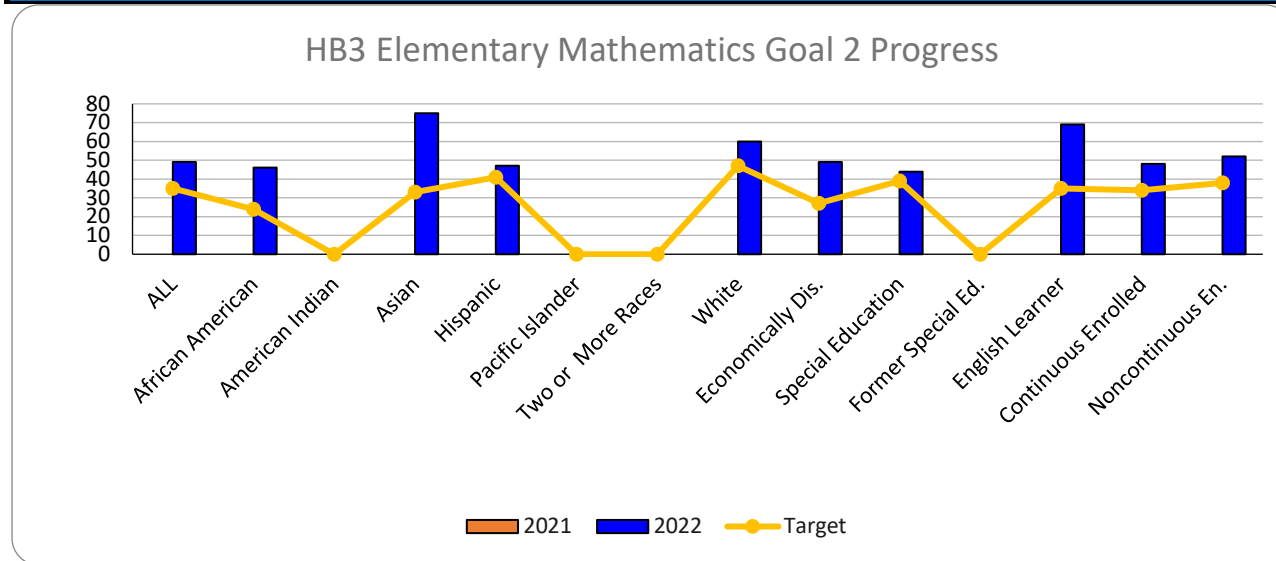
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	49	35	49	-14
African American	46	24	46	-22
American Indian				
Asian	75	33	75	-42
Hispanic	47	41	47	-6
Pacific Islander				
Two or More Races				
White	60	47	60	-13
Economically Dis.	49	27	49	-22
Special Education	44	39	44	-5
Former Special Ed.				
English Learner	69	35	69	-34
Continuous Enrolled	48	34	48	-14
Noncontinuous En.	52	38	52	-14

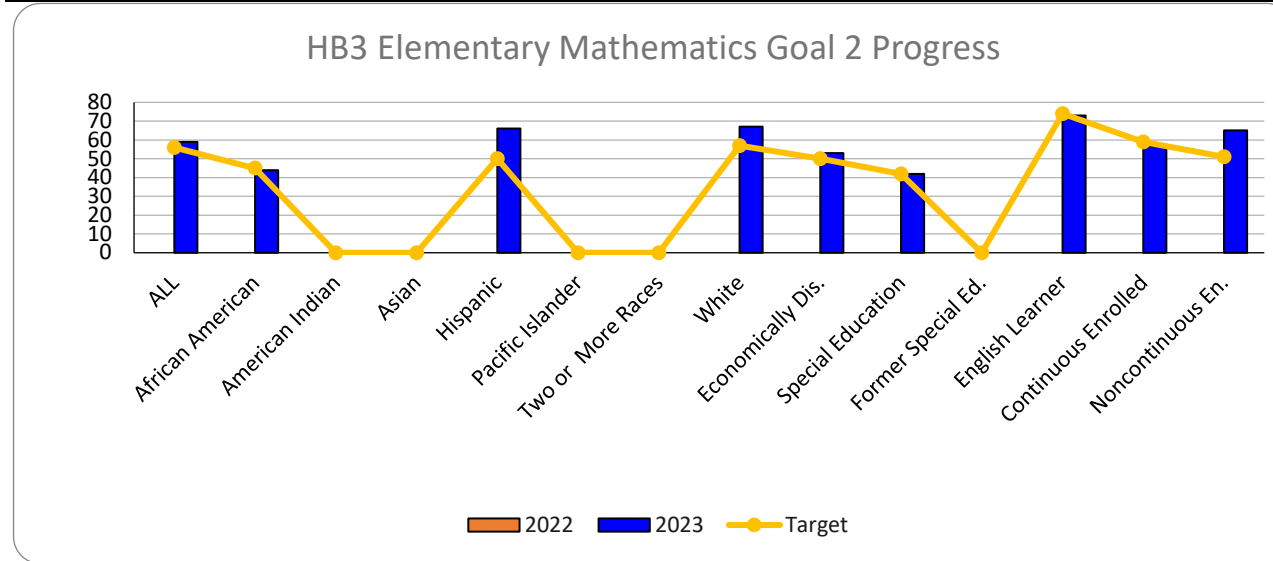| Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 61.0% to 66.0% by 2026-2027. **(Current 2023: 62%** | 2024: 63% | 2025: 64% | 2026: 65% | 2027: 66%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2022	Target	Difference
ALL	61	67	61	6
African American	50	68	50	18
American Indian				
Asian	83	88	83	5
Hispanic	58	43	58	-15
Pacific Islander				
Two or More Races				
White	68	69	68	1
Economically Dis.	55	70	55	15
Special Education	26	31	26	5
Former Special Ed.				
English Learner	71	68	71	-3
Continuous Enrolled	70	69	70	-1
Noncontinuous En.	15	61	15	46

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

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On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 72.0% to 74.5% by 2026-2027. **(Current 2023: 72.5%** | 2024: 73% | 2025: 73.5% | 2026: 74% | 2027: 74.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
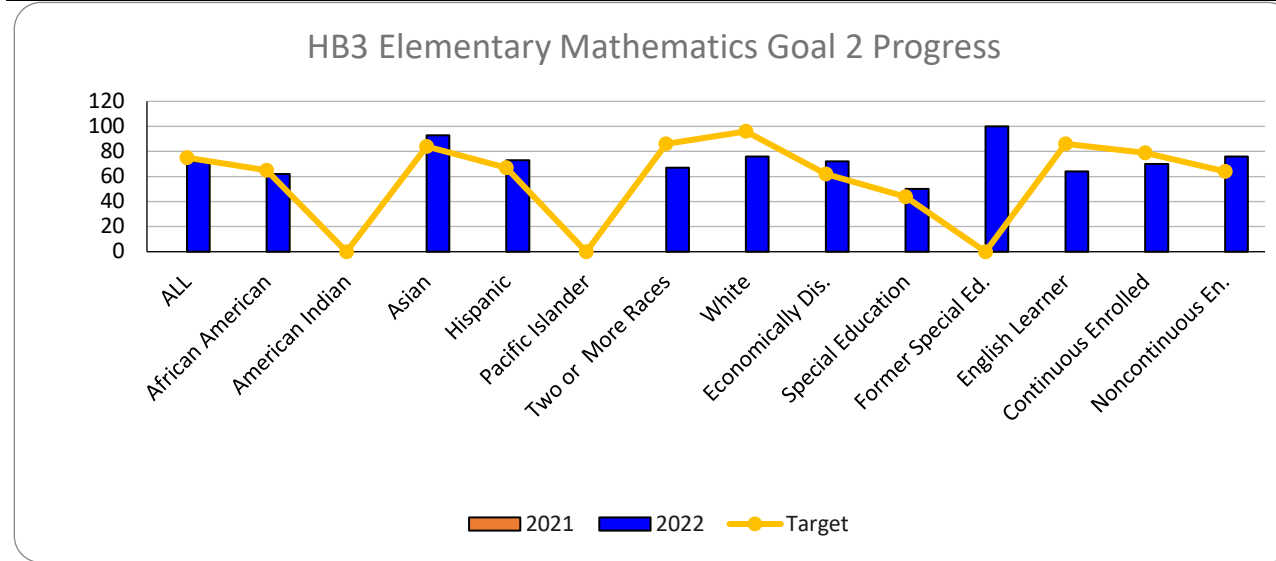
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	72	75	72	3
African American	62	65	62	3
American Indian				
Asian	93	84	93	-9
Hispanic	73	67	73	-6
Pacific Islander				
Two or More Races	67	86	67	19
White	76	96	76	20
Economically Dis.	72	62	72	-10
Special Education	50	44	50	-6
Former Special Ed.	100		100	
English Learner	64	86	64	22
Continuous Enrolled	70	79	70	9
Noncontinuous En.	76	64	76	-12

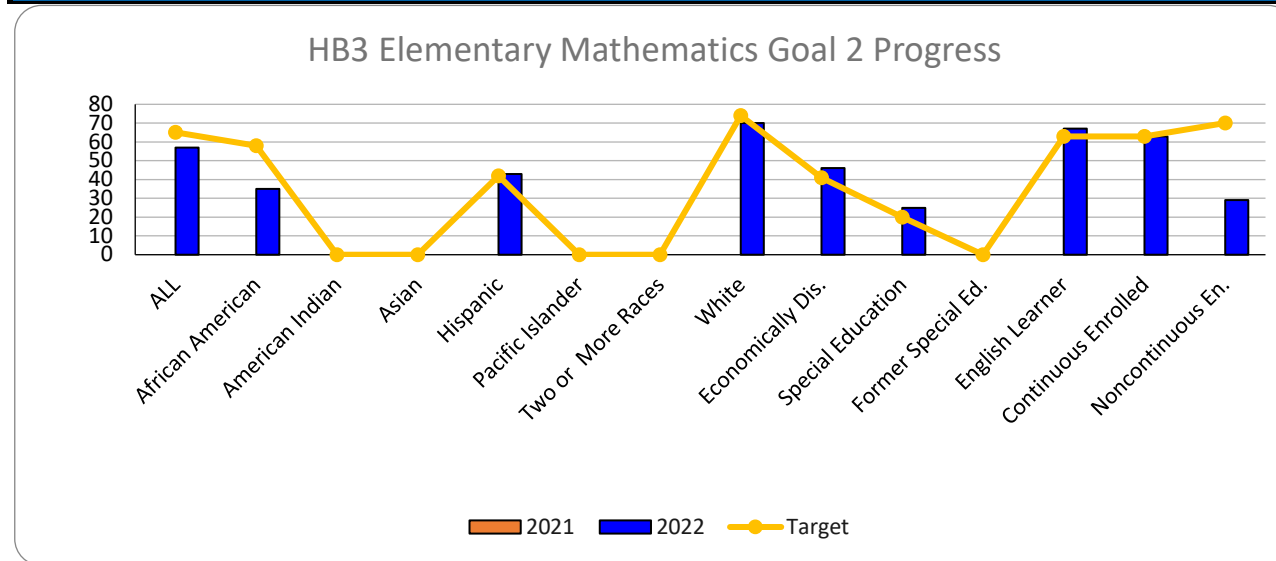| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024

Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 36.0% to 46.0% by 2026-2027. (Current 2023: 38% | 2024: 40% | 2025: 42% | 2026: 44% | 2027: 46%)	OVERALL PROGRESS

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 · 2022 · Target
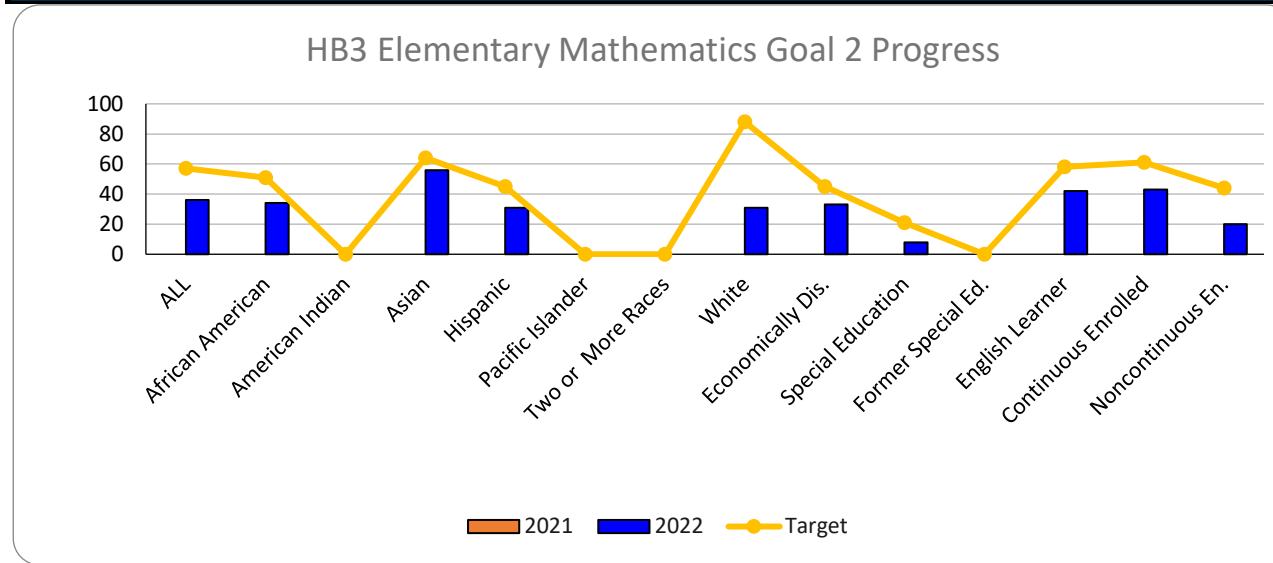
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	36	57	36	21
African American	34	51	34	17
American Indian				
Asian	56	64	56	8
Hispanic	31	45	31	14
Pacific Islander				
Two or More Races				
White	31	88	31	57
Economically Dis.	33	45	33	12
Special Education	8	21	8	13
Former Special Ed.				
English Learner	42	58	42	16
Continuous Enrolled	43	61	43	18
Noncontinuous En.	20	44	20	24

Key:	On Track	Slightly Off Track	Off Track

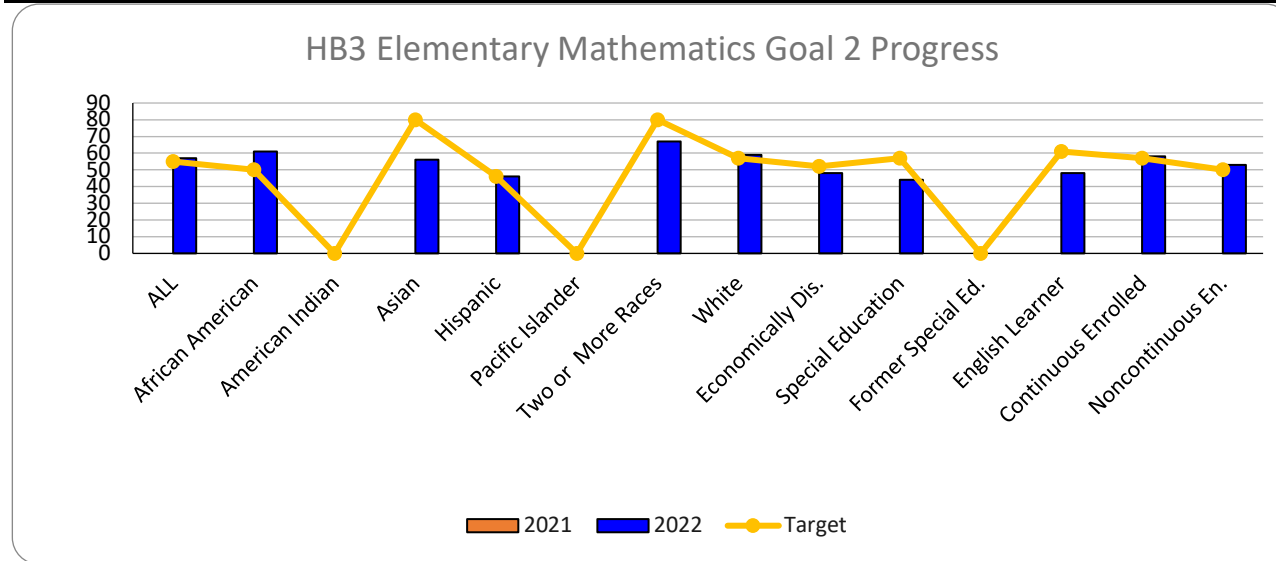**Student Group Targets Key Notes:**

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On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 38.0% to 48.0% by 2026-2027. **(Current 2023: 40%** | 2024: 42% | 2025: 44% | 2026: 46% | 2027: 48%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
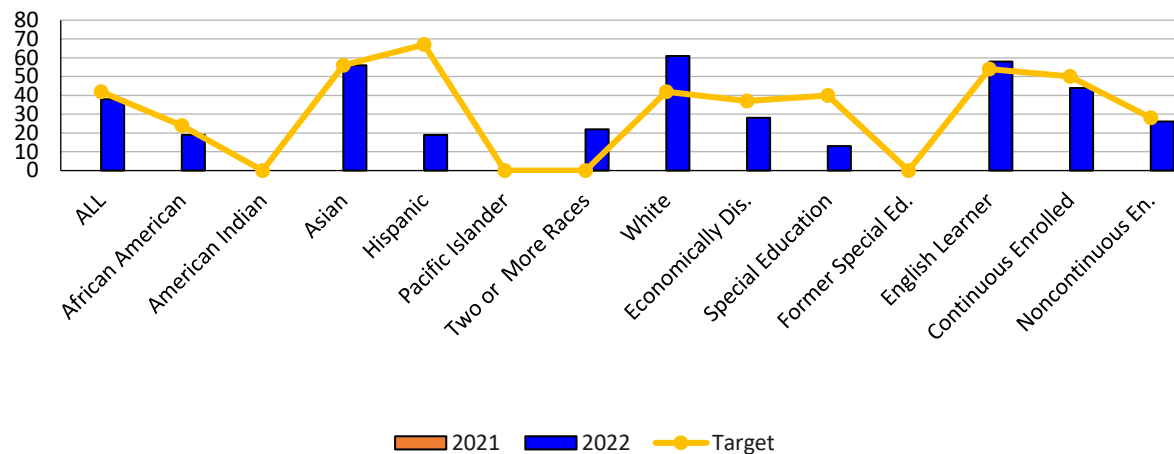
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	38	42	38	4
African American	19	24	19	5
American Indian				
Asian	56	56	56	0
Hispanic	19	67	19	48
Pacific Islander				
Two or More Races	22		22	
White	61	42	61	-19
Economically Dis.	28	37	28	9
Special Education	13	40	13	27
Former Special Ed.				
English Learner	58	54	58	-4
Continuous Enrolled	44	50	44	6
Noncontinuous En.	26	28	26	2

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 59.0% to 66.5% by 2026-2027. **(Current 2023: 60.5%** | 2024: 62% | 2025: 63.5% | 2026: 65% | 2027: 66.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2022 (orange), 2023 (blue), Target (yellow line)

Student Group Actual vs Targets

	2022	**2023**	Target	Difference
ALL	59	56	59	-3
African American	44	45	44	1
American Indian				
Asian				
Hispanic	66	50	66	-16
Pacific Islander				
Two or More Races				
White	67	57	67	-10
Economically Dis.	53	50	53	-3
Special Education	42	42	42	0
Former Special Ed.				
English Learner	73	74	73	1
Continuous Enrolled	57	59	57	2
Noncontinuous En.	65	51	65	-14

| Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

	On Track- Met or exceeded ALL the student group targets evaluated.
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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 54.0% to 61.5% by 2026-2027. **(Current 2023: 55.5% |** 2024: 57% | 2025: 58.5% | 2026: 60% | 2027: 61.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target
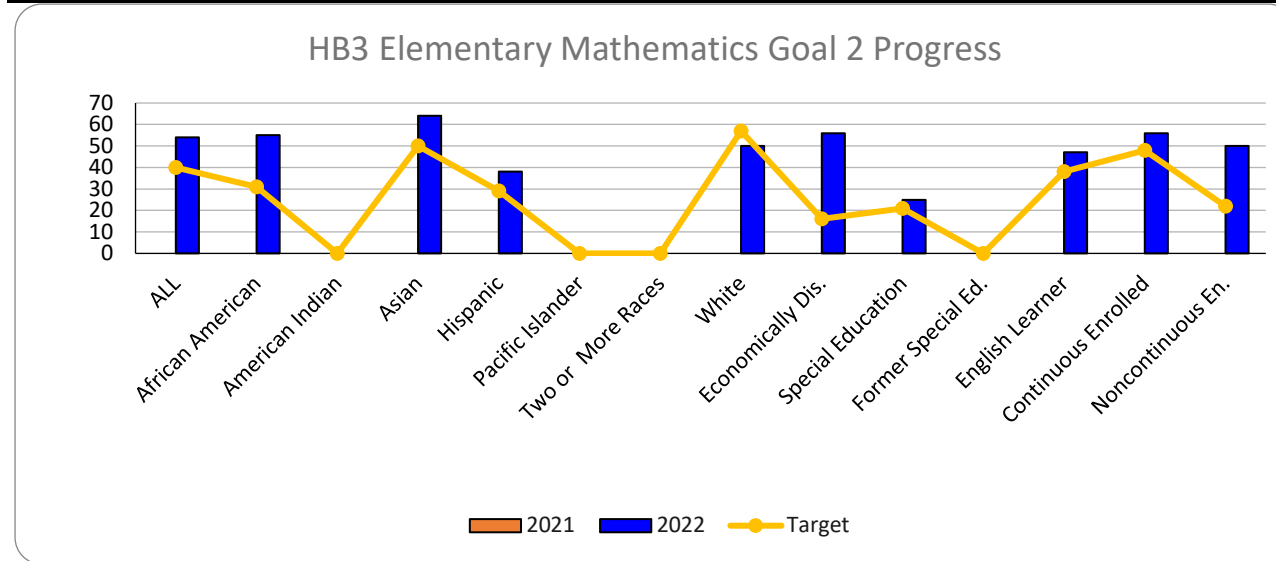
Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	54	40	54	-14
African American	55	31	55	-24
American Indian				
Asian	64	50	64	-14
Hispanic	38	29	38	-9
Pacific Islander				
Two or More Races				
White	50	57	50	7
Economically Dis.	56	16	56	-40
Special Education	25	21	25	-4
Former Special Ed.				
English Learner	47	38	47	-9
Continuous Enrolled	56	48	56	-8
Noncontinuous En.	50	22	50	-28

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

Slightly Off Track - Met or slightly off track on 50% or more of the student group targets evaluated.

Off Track - Slightly Off Track or Off-Track on more than 50% of the student group targets evaluated.

Note - The Board Approved Targets were revised in 2022-23 school year and are based on the 2021-22 Texas Academic Performance Report (TAPR). The 2022-23 actual values were derived from the 2022-23 Texas Academic Performance Report (TAPR) released by the Texas Education Agency (TEA) on December 15, 2023.

MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 57% to 64.5% by 2023-2024. **(Current 2023: 58.5%** | 2024: 60% | 2025: 61.5% | 2026: 63% | 2027: 64.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021 | 2022 | Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	57	65	57	8
African American	35	58	35	23
American Indian				
Asian				
Hispanic	43	42	43	-1
Pacific Islander				
Two or More Races				
White	70	74	70	4
Economically Dis.	46	41	46	-5
Special Education	25	20	25	-5
Former Special Ed.				
English Learner	67	63	67	-4
Continuous Enrolled	63	63	63	0
Noncontinuous En.	29	70	29	41

Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 2: Increase the percent of 3rd grade students that score Meets Grade Level or above on STAAR Math from 57% to 64.5% by 2023-2024. **(Current 2023: 58.5%** | 2024: 60% | 2025: 61.5% | 2026: 63% | 2027: 64.5%)	**OVERALL PROGRESS**

Annual Grade 3 Meets Grade STAAR Actual vs Targets

HB3 Elementary Mathematics Goal 2 Progress

Legend: 2021, 2022, Target

Student Group Actual vs Targets

	2022	2023	Target	Difference
ALL	57	55	57	-2
African American	61	50	61	-9
American Indian				
Asian	56	80	56	24
Hispanic	46	46	46	0
Pacific Islander				
Two or More Races	67	80	67	13
White	59	57	59	-2
Economically Dis.	48	52	48	4
Special Education	44	57	44	13
Former Special Ed.				
English Learner	48	61	48	13
Continuous Enrolled	58	57	58	-1
Noncontinuous En.	53	50	53	-3

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

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Overall Progress Key Notes:

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 63% to 88% by 2025-2026. (2022: 68% | **Current 2023: 73%** | 2024: 78% | 2025: 83% | 2025: 88%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

Legend: 2020-21 | 2021-22 | Target
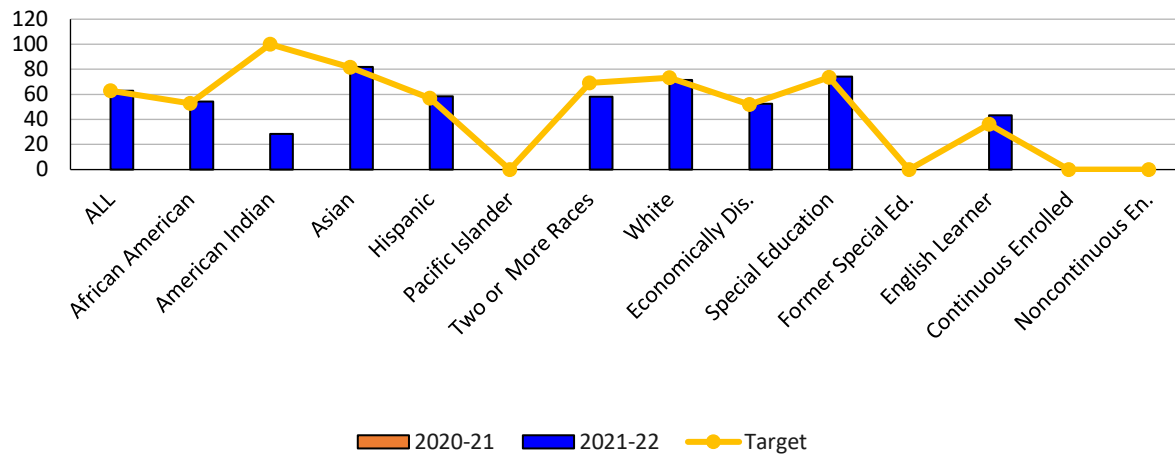
Student Group Actual vs Targets

	2020-21	2021-22	Target	Difference
ALL	63	62.9	63.0	0
African American	54.4	52.9	54.4	-2
American Indian	28.6	100.0	28.6	71
Asian	81.9	81.7	81.9	0
Hispanic	58.5	56.9	58.5	-2
Pacific Islander				
Two or More Races	58.2	69.0	58.2	11
White	71.5	73.4	71.5	2
Economically Dis.	52.4	52.0	52.4	0
Special Education	74.3	73.6	74.3	-1
Former Special Ed.				
English Learner	43.3	36.1	43.3	-7
Continuous Enrolled				
Noncontinuous En.				

Key:	On Track	Slightly Off Track	Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

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Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 65.5% to 80.5% by 2025-2026. (2022: 60.5% | **Current 2023: 65.5%** | 2024: 70.5% | 2025: 75.5% | 2025: 80.5%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

Legend: 2020-21 | 2021-22 | Target
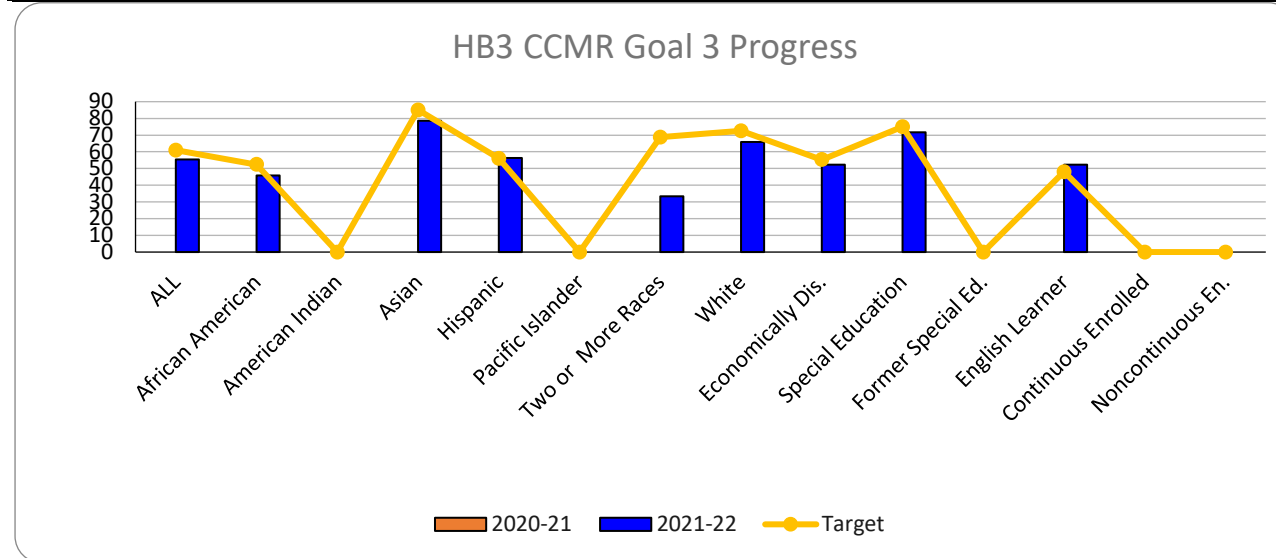
Student Group Actual vs Targets

	2020-21	2021-22	Target	Difference
ALL	55.5	60.9	55.5	5
African American	45.9	52.4	45.9	7
American Indian				
Asian	78.6	85.1	78.6	7
Hispanic	56.2	56.0	56.2	0
Pacific Islander				
Two or More Races	33.3	68.8	33.3	36
White	65.9	72.6	65.9	7
Economically Dis.	52.4	55.3	52.4	3
Special Education	71.7	75.0	71.7	3
Former Special Ed.				
English Learner	52.4	48.0	52.4	-4
Continuous Enrolled				
Noncontinuous En.				

Key:		On Track			Slightly Off Track			Off Track

Student Group Targets Key Notes:

	On Track- Met or exceeded the student group target.
	Slightly Off Track - One to five points below the student group target.
	Off Track - More than 5 points below the student group target.

**Overall Progress Key Notes:**

	On Track- Met or exceeded ALL the student group targets evaluated.
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MONITORING REPORT- MISD Goal	Date: January 2024

Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 76.0% to 91.0% by 2025-2026. (2022: 79.0% | **Current 2023: 82.0%** | 2024: 85.0% | 2025: 88.0% | 2025: 91.0%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

Legend: 2020-21, 2021-22, Target
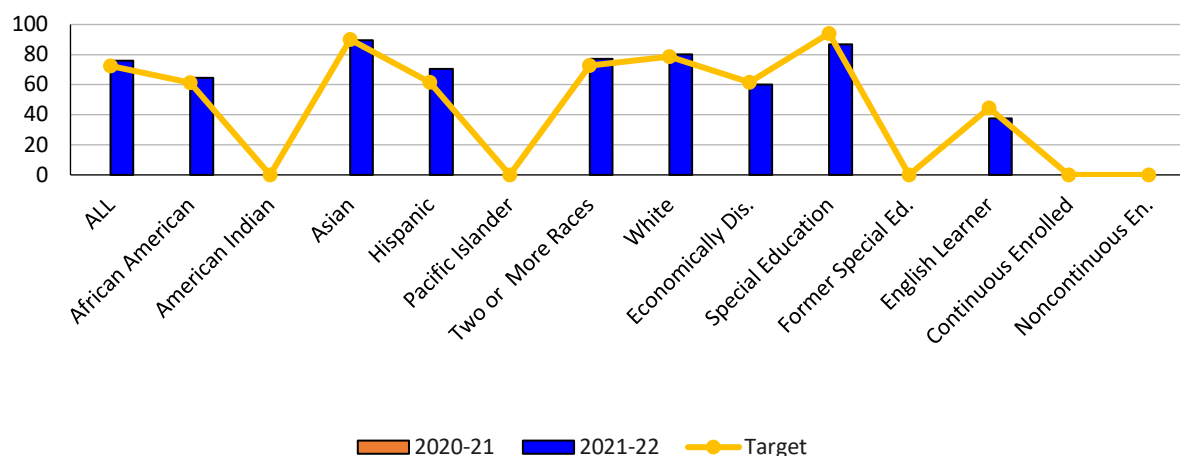
Student Group Actual vs Targets

	2020-21	**2021-22**	Target	Difference
ALL	76	72.5	76.0	-4
African American	64.5	61.3	64.5	-3
American Indian				
Asian	89.6	90.0	89.6	0
Hispanic	70.5	61.5	70.5	-9
Pacific Islander				
Two or More Races	77.1	72.7	77.1	-4
White	80.1	78.6	80.1	-2
Economically Dis.	60.2	61.6	60.2	1
Special Education	86.8	94.1	86.8	7
Former Special Ed.				
English Learner	37.5	44.4	37.5	7
Continuous Enrolled				
Noncontinuous En.				

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.
Slightly Off Track - One to five points below the student group target.
Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.
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MONITORING REPORT- MISD Goal	Date: January 2024

Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 57.8% to 82.8% by 2025-2026. (2022: 62.8% | **Current 2023: 67.8%** | 2024: 72.8% | 2025: 77.8% | 2025: 82.8%)	OVERALL PROGRESS

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

■ 2020-21   ■ 2021-22   ━●━ Target
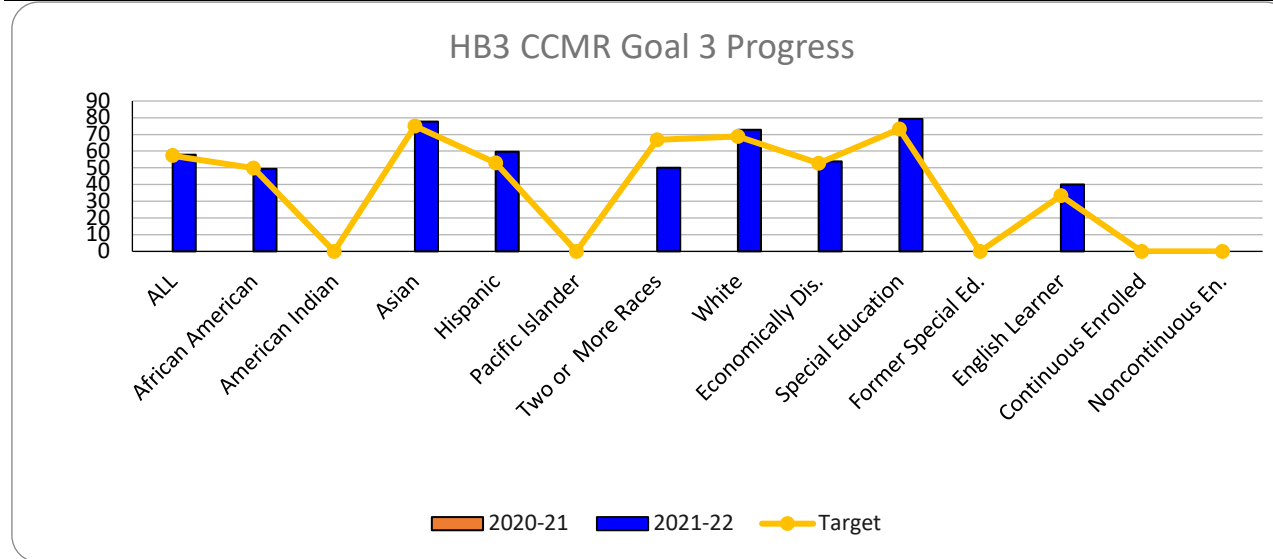
Student Group Actual vs Targets

	2020-21	2021-22	Target	Difference
ALL	57.8	57.3	57.8	-1
African American	49.5	49.8	49.5	0
American Indian				
Asian	77.6	75.0	77.6	-3
Hispanic	59.7	53.0	59.7	-7
Pacific Islander				
Two or More Races	50	66.7	50.0	17
White	72.7	68.8	72.7	-4
Economically Dis.	53.8	52.8	53.8	-1
Special Education	79.2	73.3	79.2	-6
Former Special Ed.				
English Learner	40	33.3	40.0	-7
Continuous Enrolled				
Noncontinuous En.				

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

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Overall Progress Key Notes:

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 63.7% to 88.7% by 2025-2026. (2022: 68.7% | **Current 2023: 73.7%** | 2024: 78.7% | 2025: 83.7% | 2025: 88.7%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 2022-23 CCMR Goal 3 Progress

Legend: 2020-21, 2021-22, Target
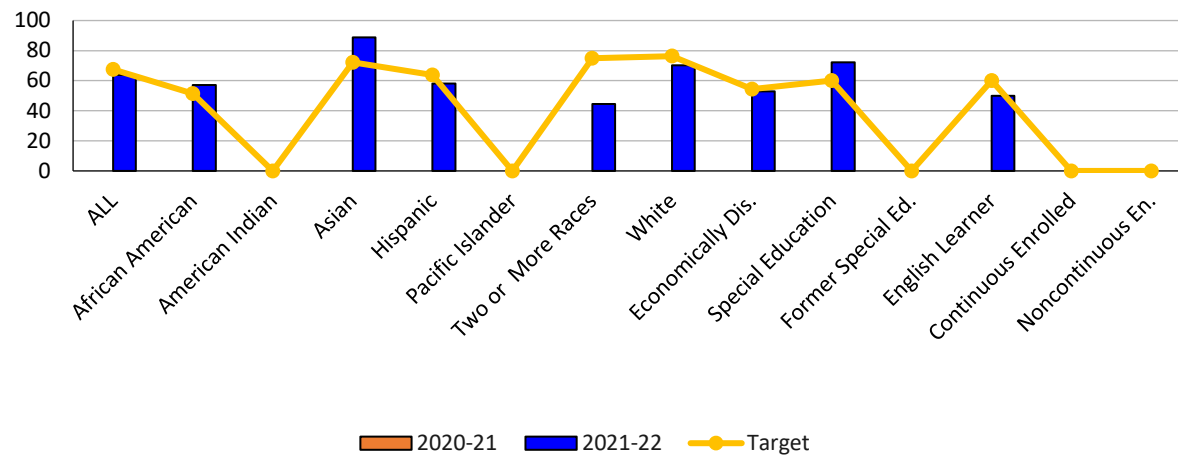
Student Group Actual vs Targets

	2020-21	2021-22	Target	Difference
ALL	63.7	67.5	63.7	4
African American	57.1	51.4	57.1	-6
American Indian				
Asian	88.9	72.2	88.9	-17
Hispanic	58.2	63.9	58.2	6
Pacific Islander				
Two or More Races	44.4	75.0	44.4	31
White	70.3	76.3	70.3	6
Economically Dis.	52.9	54.4	52.9	2
Special Education	72.1	60.0	72.1	-12
Former Special Ed.				
English Learner	50	60.0	50.0	10
Continuous Enrolled				
Noncontinuous En.				

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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MONITORING REPORT- MISD Goal	Date: January 2024

Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 13.5% to 38.5% by 2025-2026. (2022: 18.5% | **Current 2023: 23.5%** | 2024: 28.5% | 2025: 33.5% | 2025: 38.5%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

Legend: 2020-21, 2021-22, Target
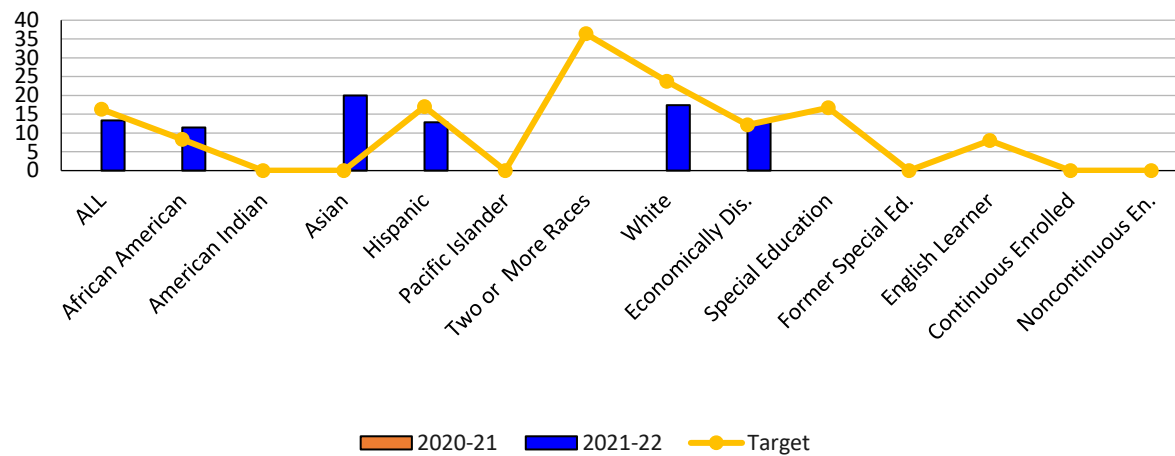
Student Group Actual vs Targets

	2020-21	2021-22	Target	Difference
ALL	13.3	16.3	13.3	3
African American	11.5	8.3	11.5	-3
American Indian				
Asian	20			
Hispanic	12.9	17.0	12.9	4
Pacific Islander				
Two or More Races	0	36.4	0.0	36
White	17.4	23.7	17.4	6
Economically Dis.	12.8	12.2	12.8	-1
Special Education	0	16.7	0.0	17
Former Special Ed.				
English Learner	0	8.0	0.0	8
Continuous Enrolled				
Noncontinuous En.				

Key:		On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

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Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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MONITORING REPORT- MISD Goal	Date: January 2024
Goal 3: Increase the percent of graduates that are College, Career, or Military Ready (CCMR) from 66.2% to 91.2% by 2025-2026. (2022: 70.2% | **Current 2023: 74.2%** | 2024: 78.2% | 2025: 82.2% | 2025: 86.2%)	**OVERALL PROGRESS**

Annual CCMR Actual vs Targets

HB3 CCMR Goal 3 Progress

Legend: 2020-21, 2021-22, Target
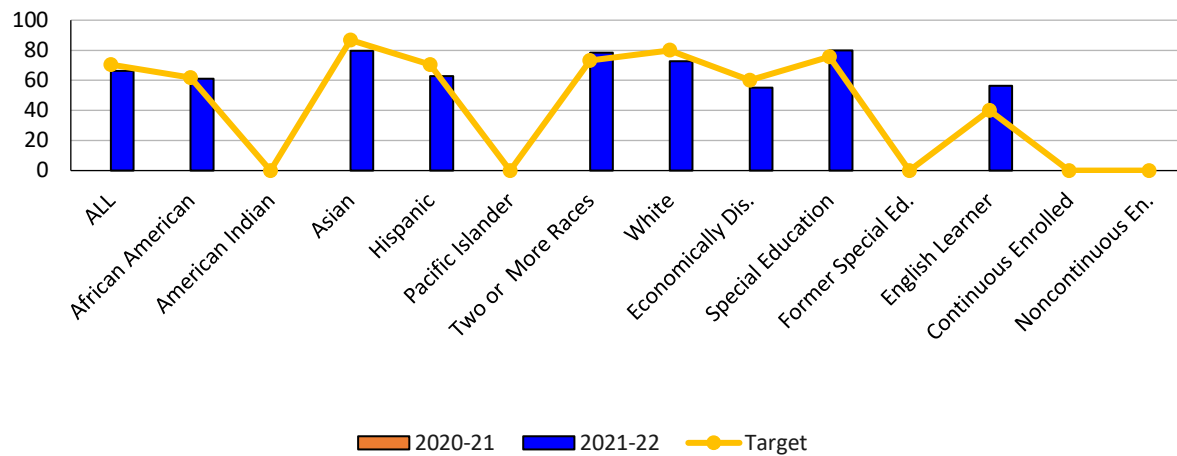
Student Group Actual vs Targets

	2020-21	**2021-22**	Target	Difference
ALL	66.2	70.4	66.2	4
African American	61	61.9	61.0	1
American Indian				
Asian	79.6	86.8	79.6	7
Hispanic	62.9	70.4	62.9	8
Pacific Islander				
Two or More Races	78.3	73.1	78.3	-5
White	72.7	80.0	72.7	7
Economically Dis.	55.2	60.1	55.2	5
Special Education	80	75.6	80.0	-4
Former Special Ed.				
English Learner	56.3	40.0	56.3	-16
Continuous Enrolled				
Noncontinuous En.				

Key:	On Track		Slightly Off Track		Off Track

Student Group Targets Key Notes:

On Track- Met or exceeded the student group target.

Slightly Off Track - One to five points below the student group target.

Off Track - More than 5 points below the student group target.

Overall Progress Key Notes:

On Track- Met or exceeded ALL the student group targets evaluated.

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TEXAS EDUCATION AGENCY

Glossary
of the
Texas Academic
Performance Report
2022-20223

Mansfield ISD

605 East Broad Street
Mansfield, Texas 76063
817-299-6300

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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

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

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

STAAR Progress Measure* Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See STAAR Progress Measure for 2023 for more information.

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

Bilingual Education/ESL

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

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

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

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

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

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

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

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

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

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

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

STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents

  ♦ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  ♦ *Other Exclusions.* The following answer documents were excluded from performance calculations:

    ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

    ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.

    ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

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

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

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

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

number of dropouts in grades 7 and 8 during the 2021–22 school year

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number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year

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

number of dropouts in grades 9–12 during the 2021–22 school year

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number of students in grades 9–12 in attendance at any time during the 2021–22 school year

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

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

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

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

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

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number of students in the 2022 cohort*

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

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

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number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 32, 2022
plus
number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2022 cohort*

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

5-Year Extended Longitudinal Rate

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

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

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number of students in the 2021 cohort*

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

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

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number of students in the 2021 cohort*

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

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

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number of students in the 2021 cohort*

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

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

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number of students in the 2021 cohort*

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

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

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number of students in the 2021 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022
plus
number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2021 cohort*

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

6-year Extended Longitudinal Rate

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

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

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number of students in the 2020 cohort*

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{matrix}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{matrix}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{matrix}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{matrix}}{\textbf{number of students in the 2020 cohort*}}$$

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort**}}$$

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

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

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

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

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

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

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

(excludes graduates with FHSP graduation plans)

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2022-2023)

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

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

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

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

$$\frac{\text{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of graduates in the 2021-22 school year}}$$

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

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

$$\frac{\text{number of graduates in the 2021–22 school year considered as at risk}}{\text{total number of graduates in the 2021-22 school year}}$$

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

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

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

College Readiness

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

an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

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

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*Data source: PEIMS 40203 and 40110)*

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

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

						TSI Criteria			

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

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Any Subject.

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

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

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

CCMR-related Indicators (2022–23)

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

English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA
number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics
number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA <u>and</u> mathematics
number of 2021-22 annual graduates

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

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

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

All Subjects.

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

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

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

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

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

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

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number of 2021-22 graduates reported

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

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

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

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number of 2021-22 graduates who took the SAT

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

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

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number of 2021-22 graduates who took the SAT

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

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

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number of 2021-22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

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number of 2021-22 graduates who took the ACT

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

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

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

Social Studies.

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

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

(Data source: PEIMS 43415)

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

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

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number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

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

Student Information (2022–23)

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

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

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

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

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

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

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

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

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

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

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

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total number of students

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

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

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

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

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

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

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

<div align="center">

number of students with one or more disciplinary placements

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

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

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

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

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

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

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

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

<div align="center">

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

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total number of students

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(Data source: PEIMS 40110)

Student by Instructional Program:

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

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

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

- 06—Intellectual Disability (ID)

- 08—Learning Disability (LD)

- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

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

- 01—Orthopedic Impairment (OI)

- 03—Auditory Impairment (AI)

- 04—Visual Impairment (VI)

- 05—Deaf-Blind (DB)

- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\text{number of mobile students in 2021–22}}{\text{number of students who were in membership at any time during the 2021–22 school year}}$$

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

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

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

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

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

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

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

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

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

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

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

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

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported as zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A

Advanced Academic Courses

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

English Language Arts

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

Mathematics

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

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

Technology Applications

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

Fine Arts

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

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

Science

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

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

Social Studies/History

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

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

Foreign Language

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

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

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

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

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

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

    003...Assistant Principal
    020...Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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

TEACHERS

087...Teacher
047...Substitute Teacher

EDUCATIONAL AIDES

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

AUXILIARY STAFF

       Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.