

**UTTUA Annual Report 2021-2022**



The University of Texas at Tyler  
**UNIVERSITY  
ACADEMY™**

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## **SECTION 1**

### **Texas Academic Performance Reports (TAPR)**

The Texas Academic Performance Reports (TAPR) combine details of district and campus academic performance with financial reports and information about staff, programs, and demographics.

UTTUA'S TAPR is included in this section of the Annual Report but can be accessed from either the district's website at [www.uttua.org](http://www.uttua.org) or the Texas Education Agency (TEA) website at:

<https://tea.texas.gov/perfreport/tapr/index.html>

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2022 Accountability Rating:** The overall rating earned by the district or campus for 2022.

**2022 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

**2022 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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Performance

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

### Other Important Information:

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

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html>.

## STAAR Performance (2021–22)

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## *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 (Academic Growth and STAAR Progress Measure)**

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

## 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),

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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 (2021–22)

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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- *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 (2021–22)

**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:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(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:



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2020–21 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
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student 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

*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 2020–21 school year**

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**number of students in grades 7 and 8 in attendance at any time during the 2020–21 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 2020–21 school year**

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**number of students in grades 9–12 in attendance at any time during the 2020–21 school year**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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, 2020–21](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2022 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 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

#### *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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## ***4-Year Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2021**

---

**number of students in the 2021 cohort\***

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

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2021 cohort\***

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school  
year**

---

**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 2021 cohort who received a high school diploma by August 31,  
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

**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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who received a high school diploma by August 31, 2021  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2021  
plus  
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

number of students in the 2021 cohort\*

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

---

number of students in the 2020 cohort\*

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

---

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 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

---

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 2021–22 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

---

number of students in the 2020 cohort\*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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:

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

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**number of students in the 2020 cohort\***

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021} + \text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021} + \text{number of students from the cohort who received a TxCHSE by August 31, 2021} + \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

- \* 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:

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- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2021 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2020 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 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 report [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP**

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**number of graduates in the Class of 2021 with reported graduation plans  
(excludes graduates with FHSP degree 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.

---

**number of graduates in the Class of 2021 who complete a 4-year FHSP-E**

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**number of graduates in the Class of 2021 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.

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**number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA**

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**number of graduates in the Class of 2021 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.

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**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

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**number of graduates in the Class of 2021 with reported graduation plans**

**RHSP/DAP Graduates (Annual Rate) (2020-21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP**

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**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with  
FHSP degree plans)**



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in SY 2020–21 who earn an FHSP-E**

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**number of graduates in SY 2020–21 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in SY 2020–21 who earn an FHSP-DLA**

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**number of graduates in SY 2020–21 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

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**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2020–21 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 2021. 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](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2021–22)

**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 2020–21 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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**Special Education:** The population of students served by special education programs. *(Data source: PEIMS 41163)*

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

**number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students 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 students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

**number of students in the 2020–21 school year considered as at risk**

---

**total number of students**

## College, Career, or Military\* Readiness (CCMR) (2021–22)

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

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading 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, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- 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 industry-based certification under 19 TAC §74.1003. *(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 graduates under an advanced degree plan and is identified as a current special education student *(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, or Marines. *(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 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

*English Language Arts.*

number of 2020-21 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

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 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

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Any Subject.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2020-21 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*)

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2020-21 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*)

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2020-21 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*)

number of 2020-21 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

---

number of 2020-21 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*)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

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number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned a level I or level II certificate

---

number of 2020-21 annual graduates

**Graduate 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2020-21 annual graduates

## CCMR-related Indicators (2021–22)

**TSIA Results (Graduates  $\geq$  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 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

---

number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

---

number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2020-21 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*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

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# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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total students enrolled in grades 11 & 12

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

**AP/IB Results (Examinees  $\geq$  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*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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number of 11th and 12th graders with at least one AP or IB examination

## *English Language Arts*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
ELA

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number of 11th and 12th graders with at least one AP or IB examination in ELA

## *Mathematics*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
mathematics

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number of 11th and 12th graders with at least one AP or IB examination in mathematics

## *Science*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
science

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number of 11th and 12th graders with at least one AP or IB examination in science

## *Social Studies*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
social studies

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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 (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## All Subjects

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> 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 2020-21 graduates who took either the SAT or the ACT

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number of 2020-21 graduates reported

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

number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2020-21 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 2020-21 graduates who took the SAT

---

number of 2020-21 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 2020-21 graduates who took the SAT

---

number of 2020-21 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 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

**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*

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

*English Language Arts*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

## Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

## Science

number of students in grades 9–12 in 2020-21 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 2020-21

## Social Studies

number of students in grades 9–12 in 2020-21 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 2020-21

*(Data source: PEIMS 43415)*

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

**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 2019-20 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 2019-20 school year

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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 (2021–22)

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

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 29, 2021).

**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 and staff 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**

---

**total number of students**

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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:

**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**

For 2021–22, 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;

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(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 \(d-1\)](#).

**number of students in the 2021–22 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:** The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

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percentages do not total to 100 because students may participate in more than one of these programs.  
(Data source: 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).

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number of mobile students in 2020–21

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number of students who were in membership at any time during the  
2020–21 school year



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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 Rates:** The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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, 2020–21](#), 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 7<sup>th</sup>–12<sup>th</sup> 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 2020–21 the end of the school-start window was September 25, 2021)

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number of underreported students

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number of students in grades 7–12 who were served in the district in the 2020–21 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 (2021–22)

**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)

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**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)*

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**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

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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 2020–21 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 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. 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*)

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**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)*

**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)*

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## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 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

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
O3221100	RESEARCH/TECHNICAL WRITING
O3221200	CREATIVE WRITING
O3221500	LITERARY GENRES (LIT GENR)
O3221600	HUMANITIES (FIRST TIME TAKEN)
O3221800	INDEP STUDY/ENGLISH (1ST TIME)
O3231000	INDEP STUDY/JOURNALISM (1ST)
O3231902	ADV BROADCAST JOURNALISM III
O3240400	ORAL INTERPRETATION III
O3240800	DEBATE III (DEBATE 3)
O3241100	PUBLIC SPEAKING III (PUBSPKG3)
O3241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

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
O3101100	PRECALCULUS (PRE CALC)
O3102500	INDEP STUDY IN MATH (1ST TIME)
O3102501	INDEP STUDY IN MATH (2ND TIME)
O3580370	DISCRETE MATH FOR COMP SCIENCE
O3580395	ROBOTICS PROGRAMMING & DESIGN

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12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS 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

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

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III



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03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
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

I3060001	IB SPORTS EXERCISE & HEALTH SCI STANDARD LEVEL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGHER LEVEL
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADVANCED 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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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 LEVEL
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

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
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

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

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
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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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
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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

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

### CAMPUS ADMINISTRATORS

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

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

### PROFESSIONAL SUPPORT STAFF

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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.



# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**District Number: 212804**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Postsecondary Readiness**

**This district is a Charter District.**

***2022 Special Education Determination Status:***

***Meets Requirements***

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	78%	<b>84%</b>	*	60%	90%	-	*	-	83%	57%	*	83%	85%	84%	*
	2021	67%	72%	<b>88%</b>	*	86%	89%	-	*	-	*	*	*	91%	86%	82%	*
At Meets Grade Level or Above	2022	51%	51%	<b>57%</b>	*	50%	59%	-	*	-	67%	21%	*	58%	55%	48%	*
	2021	39%	41%	<b>63%</b>	*	57%	66%	-	*	-	*	*	*	64%	62%	59%	*
At Masters Grade Level	2022	30%	28%	<b>40%</b>	*	40%	36%	-	*	-	67%	0%	*	40%	39%	39%	*
	2021	19%	19%	<b>39%</b>	*	14%	43%	-	*	-	*	*	*	45%	35%	18%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	73%	<b>78%</b>	*	60%	84%	-	*	-	67%	36%	*	81%	73%	71%	*
	2021	62%	70%	<b>64%</b>	*	43%	70%	-	*	-	*	*	*	73%	59%	65%	*
At Meets Grade Level or Above	2022	43%	44%	<b>46%</b>	*	40%	43%	-	*	-	67%	21%	*	52%	36%	39%	*
	2021	31%	35%	<b>24%</b>	*	0%	27%	-	*	-	*	*	*	36%	16%	6%	*
At Masters Grade Level	2022	21%	21%	<b>22%</b>	*	20%	17%	-	*	-	50%	0%	*	27%	15%	26%	*
	2021	14%	16%	<b>17%</b>	*	0%	20%	-	*	-	*	*	*	32%	8%	6%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	77%	<b>93%</b>	*	90%	92%	-	*	-	*	67%	*	94%	92%	84%	*
	2021	63%	67%	<b>84%</b>	*	93%	80%	-	*	-	86%	80%	*	92%	82%	89%	*
At Meets Grade Level or Above	2022	54%	52%	<b>75%</b>	*	80%	70%	-	*	-	*	33%	*	82%	71%	58%	*
	2021	36%	39%	<b>60%</b>	*	43%	63%	-	*	-	71%	80%	*	42%	64%	52%	*
At Masters Grade Level	2022	28%	25%	<b>44%</b>	*	50%	43%	-	*	-	*	0%	*	59%	37%	21%	*
	2021	17%	18%	<b>26%</b>	*	29%	30%	-	*	-	29%	40%	*	33%	24%	22%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	70%	<b>84%</b>	*	90%	84%	-	*	-	*	83%	*	100%	76%	63%	*
	2021	59%	66%	<b>81%</b>	*	79%	83%	-	*	-	86%	80%	*	92%	78%	74%	*
At Meets Grade Level or Above	2022	43%	42%	<b>62%</b>	*	60%	62%	-	*	-	*	33%	*	76%	55%	47%	*
	2021	36%	40%	<b>53%</b>	*	50%	63%	-	*	-	29%	60%	*	50%	53%	48%	*
At Masters Grade Level	2022	23%	22%	<b>36%</b>	*	20%	41%	-	*	-	*	17%	*	53%	29%	16%	*
	2021	21%	24%	<b>26%</b>	*	21%	37%	-	*	-	14%	40%	*	25%	27%	19%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	<b>95%</b>	100%	94%	94%	-	*	-	100%	67%	*	100%	93%	92%	*
	2021	73%	73%	<b>79%</b>	60%	67%	81%	-	80%	-	*	60%	*	92%	70%	76%	71%
At Meets Grade Level or Above	2022	58%	57%	<b>90%</b>	100%	88%	91%	-	*	-	86%	50%	*	90%	91%	80%	*
	2021	46%	45%	<b>68%</b>	60%	33%	70%	-	80%	-	*	60%	*	88%	54%	57%	57%
At Masters Grade Level	2022	36%	34%	<b>54%</b>	50%	56%	58%	-	*	-	29%	17%	*	40%	60%	52%	*
	2021	30%	28%	<b>52%</b>	60%	0%	56%	-	60%	-	*	20%	*	68%	41%	29%	29%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	78%	<b>94%</b>	100%	100%	91%	-	*	-	86%	50%	*	100%	91%	92%	*
	2021	70%	75%	<b>87%</b>	80%	67%	88%	-	100%	-	*	100%	*	96%	81%	76%	100%
At Meets Grade Level or Above	2022	48%	49%	<b>71%</b>	67%	69%	70%	-	*	-	86%	17%	*	75%	70%	68%	*
	2021	44%	49%	<b>68%</b>	60%	50%	67%	-	80%	-	*	60%	*	84%	57%	67%	71%
At Masters Grade Level	2022	25%	25%	<b>38%</b>	33%	44%	39%	-	*	-	29%	17%	*	40%	37%	40%	*
	2021	25%	26%	<b>39%</b>	40%	17%	42%	-	40%	-	*	40%	*	56%	27%	38%	29%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	69%	<b>92%</b>	83%	88%	94%	-	*	-	100%	67%	*	95%	91%	92%	*
	2021	62%	67%	<b>82%</b>	60%	83%	84%	-	80%	-	*	80%	*	92%	76%	76%	86%
At Meets Grade Level or Above	2022	38%	41%	<b>54%</b>	33%	44%	61%	-	*	-	71%	17%	*	70%	47%	36%	*
	2021	31%	34%	<b>53%</b>	60%	33%	56%	-	40%	-	*	40%	*	68%	43%	29%	29%
At Masters Grade Level	2022	18%	19%	<b>22%</b>	0%	19%	27%	-	*	-	29%	0%	*	25%	21%	12%	*
	2021	13%	13%	<b>29%</b>	20%	0%	35%	-	20%	-	*	40%	*	44%	19%	10%	0%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	71%	<b>86%</b>	67%	85%	88%	-	80%	-	100%	50%	*	94%	78%	85%	75%
	2021	62%	63%	<b>80%</b>	*	89%	81%	*	*	-	*	*	*	88%	76%	78%	*
At Meets Grade Level or Above	2022	43%	43%	<b>72%</b>	50%	62%	80%	-	80%	-	60%	33%	*	84%	62%	80%	63%
	2021	32%	31%	<b>45%</b>	*	22%	53%	*	*	-	*	*	*	58%	38%	41%	*
At Masters Grade Level	2022	23%	23%	<b>52%</b>	33%	46%	58%	-	60%	-	40%	17%	*	69%	38%	45%	25%
	2021	15%	14%	<b>18%</b>	*	11%	23%	*	*	-	*	*	*	27%	13%	13%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	73%	<b>91%</b>	67%	92%	93%	-	100%	-	100%	100%	*	100%	84%	80%	100%
	2021	68%	73%	<b>77%</b>	*	78%	79%	*	*	-	*	*	*	81%	76%	81%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	38%	<b>72%</b>	50%	54%	78%	-	80%	-	100%	83%	*	84%	62%	55%	50%
	2021	36%	40%	<b>51%</b>	*	22%	58%	*	*	-	*	*	*	58%	47%	44%	*
At Masters Grade Level	2022	16%	15%	<b>32%</b>	17%	23%	38%	-	40%	-	20%	33%	*	41%	24%	25%	13%
	2021	15%	17%	<b>21%</b>	*	0%	25%	*	*	-	*	*	*	31%	16%	16%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	81%	<b>95%</b>	83%	92%	96%	*	*	-	*	86%	*	97%	93%	89%	*
	2021	69%	72%	<b>92%</b>	100%	100%	86%	-	*	-	*	80%	-	89%	94%	81%	*
At Meets Grade Level or Above	2022	56%	55%	<b>78%</b>	33%	75%	82%	*	*	-	*	43%	*	90%	70%	64%	*
	2021	45%	45%	<b>79%</b>	80%	93%	69%	-	*	-	*	40%	-	79%	79%	63%	*
At Masters Grade Level	2022	37%	35%	<b>58%</b>	33%	50%	58%	*	*	-	*	0%	*	67%	51%	39%	*
	2021	25%	25%	<b>51%</b>	40%	53%	49%	-	*	-	*	20%	-	57%	45%	33%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	63%	<b>78%</b>	33%	67%	86%	*	*	-	*	57%	*	77%	79%	71%	*
	2021	55%	62%	<b>85%</b>	100%	87%	80%	-	*	-	*	60%	-	75%	94%	74%	*
At Meets Grade Level or Above	2022	31%	33%	<b>52%</b>	33%	67%	50%	*	*	-	*	29%	*	53%	51%	46%	*
	2021	27%	32%	<b>62%</b>	40%	73%	60%	-	*	-	*	40%	-	61%	64%	48%	*
At Masters Grade Level	2022	13%	14%	<b>27%</b>	33%	8%	32%	*	*	-	*	14%	*	30%	26%	18%	*
	2021	12%	13%	<b>33%</b>	40%	40%	29%	-	*	-	*	20%	-	21%	42%	22%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	83%	<b>98%</b>	100%	100%	97%	-	*	-	*	100%	*	97%	100%	100%	100%
	2021	73%	77%	<b>94%</b>	*	86%	98%	*	*	-	*	86%	-	97%	91%	93%	*
At Meets Grade Level or Above	2022	58%	57%	<b>87%</b>	100%	94%	79%	-	*	-	*	80%	*	91%	82%	86%	100%
	2021	46%	49%	<b>78%</b>	*	71%	84%	*	*	-	*	29%	-	82%	74%	81%	*
At Masters Grade Level	2022	37%	35%	<b>69%</b>	60%	76%	68%	-	*	-	*	20%	*	76%	61%	67%	60%
	2021	21%	22%	<b>50%</b>	*	50%	53%	*	*	-	*	14%	-	55%	46%	41%	*
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	70%	<b>73%</b>	*	*	71%	-	-	-	-	*	-	*	57%	*	-
	2021	62%	73%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Meets Grade Level or Above	2022	40%	40%	<b>36%</b>	*	*	43%	-	-	-	-	*	-	*	29%	*	-
	2021	36%	48%	*	-	-	*	-	-	-	-	*	-	-	*	-	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	14%	0%	*	*	0%	-	-	-	-	*	-	*	0%	*	-
	2021	11%	14%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	74%	97%	100%	100%	94%	-	*	-	*	80%	*	100%	93%	100%	100%
	2021	68%	74%	94%	*	85%	98%	*	*	-	*	86%	-	94%	94%	96%	*
At Meets Grade Level or Above	2022	45%	43%	76%	60%	76%	74%	-	*	-	*	40%	*	91%	57%	76%	100%
	2021	43%	47%	70%	*	62%	73%	*	*	-	*	57%	-	64%	76%	69%	*
At Masters Grade Level	2022	24%	21%	40%	40%	47%	35%	-	*	-	*	20%	*	53%	25%	33%	40%
	2021	24%	25%	46%	*	31%	51%	*	*	-	*	43%	-	39%	53%	38%	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	58%	95%	100%	94%	94%	-	*	-	*	100%	*	94%	96%	86%	100%
	2021	57%	62%	87%	*	77%	91%	*	*	-	*	57%	-	85%	88%	92%	*
At Meets Grade Level or Above	2022	31%	27%	71%	80%	65%	71%	-	*	-	*	40%	*	68%	75%	57%	60%
	2021	28%	30%	51%	*	23%	60%	*	*	-	*	29%	-	45%	56%	46%	*
At Masters Grade Level	2022	18%	15%	40%	40%	29%	47%	-	*	-	*	20%	*	41%	39%	24%	20%
	2021	14%	14%	22%	*	8%	27%	*	*	-	*	0%	-	21%	24%	15%	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	66%	95%	*	93%	98%	*	*	-	*	75%	*	98%	90%	95%	80%
	2021	67%	68%	93%	*	100%	88%	-	100%	-	*	*	-	89%	100%	93%	*
At Meets Grade Level or Above	2022	47%	47%	86%	*	93%	88%	*	*	-	*	38%	*	89%	80%	85%	80%
	2021	50%	50%	91%	*	92%	88%	-	100%	-	*	*	-	86%	100%	87%	*
At Masters Grade Level	2022	11%	9%	44%	*	29%	53%	*	*	-	*	13%	*	43%	45%	35%	20%
	2021	12%	10%	25%	*	23%	22%	-	40%	-	*	*	-	26%	25%	27%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	98%	*	100%	97%	-	*	-	*	80%	-	100%	95%	100%	*
	2021	71%	71%	100%	*	*	100%	-	-	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	55%	54%	93%	*	100%	89%	-	*	-	*	80%	-	91%	95%	100%	*
	2021	57%	57%	92%	*	*	90%	-	-	-	*	-	-	93%	91%	91%	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	<b>29%</b>	*	25%	31%	-	*	-	*	0%	-	31%	24%	33%	*
	2021	11%	10%	<b>23%</b>	*	*	30%	-	-	-	*	-	-	27%	18%	0%	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	73%	<b>95%</b>	80%	94%	97%	-	*	-	*	67%	*	97%	92%	95%	83%
	2021	73%	78%	<b>97%</b>	*	100%	98%	*	*	-	*	100%	-	100%	94%	96%	*
At Meets Grade Level or Above	2022	43%	42%	<b>81%</b>	80%	75%	84%	-	*	-	*	67%	*	84%	77%	74%	83%
	2021	41%	48%	<b>81%</b>	*	71%	85%	*	*	-	*	83%	-	82%	81%	81%	*
At Masters Grade Level	2022	27%	25%	<b>66%</b>	60%	75%	68%	-	*	-	*	50%	*	72%	58%	58%	50%
	2021	23%	27%	<b>57%</b>	*	57%	57%	*	*	-	*	33%	-	58%	56%	44%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	85%	<b>100%</b>	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
	2021	82%	84%	<b>98%</b>	*	100%	97%	-	*	-	*	*	-	100%	95%	100%	*
At Meets Grade Level or Above	2022	55%	54%	<b>86%</b>	*	71%	91%	*	*	-	*	67%	*	88%	83%	79%	60%
	2021	55%	55%	<b>95%</b>	*	100%	91%	-	*	-	*	*	-	97%	90%	94%	*
At Masters Grade Level	2022	21%	18%	<b>48%</b>	*	14%	60%	*	*	-	*	44%	*	45%	52%	26%	0%
	2021	22%	20%	<b>67%</b>	*	64%	63%	-	*	-	*	*	-	65%	71%	63%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	89%	<b>100%</b>	*	100%	100%	-	100%	-	*	*	-	100%	100%	100%	*
	2021	88%	90%	<b>97%</b>	*	90%	97%	-	*	*	*	*	-	94%	100%	95%	*
At Meets Grade Level or Above	2022	68%	66%	<b>92%</b>	*	83%	95%	-	100%	-	*	*	-	92%	92%	100%	*
	2021	69%	71%	<b>91%</b>	*	90%	89%	-	*	*	*	*	-	94%	88%	86%	*
At Masters Grade Level	2022	42%	37%	<b>67%</b>	*	75%	59%	-	100%	-	*	*	-	67%	68%	56%	*
	2021	43%	43%	<b>72%</b>	*	90%	68%	-	*	*	*	*	-	73%	72%	57%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	93%	<b>92%</b>	*	83%	96%	-	*	-	*	*	-	91%	100%	71%	*
	2021	95%	95%	<b>100%</b>	-	-	100%	-	-	-	*	-	-	100%	-	*	-
At Meets Grade Level or Above	2022	64%	57%	<b>71%</b>	*	67%	79%	-	*	-	*	*	-	69%	83%	43%	*
	2021	69%	62%	<b>100%</b>	-	-	100%	-	-	-	*	-	-	100%	-	*	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	13%	6%	<b>8%</b>	*	17%	7%	-	*	-	*	*	-	9%	0%	0%	*
	2021	14%	7%	<b>14%</b>	-	-	0%	-	-	-	*	-	-	14%	-	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	74%	<b>91%</b>	80%	90%	93%	*	96%	-	92%	71%	95%	94%	88%	87%	91%
	2021	67%	71%	<b>86%</b>	73%	85%	87%	100%	96%	*	86%	73%	94%	90%	83%	83%	83%
At Meets Grade Level or Above	2022	48%	47%	<b>72%</b>	58%	71%	73%	*	89%	-	79%	42%	84%	78%	67%	63%	70%
	2021	41%	44%	<b>65%</b>	51%	59%	67%	67%	75%	*	63%	49%	63%	71%	60%	57%	49%
At Masters Grade Level	2022	23%	22%	<b>42%</b>	30%	39%	43%	*	54%	-	41%	16%	68%	46%	38%	33%	30%
	2021	18%	19%	<b>36%</b>	21%	30%	38%	0%	51%	*	35%	23%	44%	42%	31%	25%	26%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	76%	<b>93%</b>	83%	90%	94%	*	96%	-	97%	70%	100%	95%	90%	90%	86%
	2021	68%	71%	<b>88%</b>	74%	91%	87%	*	96%	-	92%	72%	100%	92%	85%	85%	83%
At Meets Grade Level or Above	2022	53%	52%	<b>79%</b>	66%	82%	78%	*	91%	-	79%	42%	100%	83%	75%	72%	79%
	2021	45%	45%	<b>70%</b>	56%	65%	71%	*	79%	-	79%	47%	71%	76%	65%	63%	50%
At Masters Grade Level	2022	25%	23%	<b>49%</b>	34%	48%	50%	*	57%	-	48%	7%	75%	52%	46%	42%	38%
	2021	18%	18%	<b>37%</b>	19%	30%	39%	*	46%	-	42%	19%	57%	43%	32%	24%	25%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	72%	<b>86%</b>	66%	85%	89%	*	95%	-	81%	60%	86%	91%	82%	78%	92%
	2021	66%	72%	<b>82%</b>	61%	80%	83%	*	95%	-	90%	72%	100%	87%	79%	79%	95%
At Meets Grade Level or Above	2022	42%	41%	<b>63%</b>	47%	62%	63%	*	84%	-	77%	35%	71%	68%	58%	53%	68%
	2021	37%	42%	<b>58%</b>	39%	51%	61%	*	68%	-	50%	52%	57%	66%	52%	52%	64%
At Masters Grade Level	2022	20%	19%	<b>32%</b>	28%	33%	32%	*	37%	-	35%	17%	57%	36%	29%	27%	28%
	2021	18%	19%	<b>32%</b>	22%	28%	34%	*	47%	-	25%	28%	29%	38%	28%	24%	36%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	77%	<b>96%</b>	93%	96%	96%	*	100%	-	100%	85%	*	99%	94%	97%	92%
	2021	71%	76%	<b>91%</b>	70%	90%	93%	*	92%	-	100%	81%	*	96%	87%	90%	83%
At Meets Grade Level or Above	2022	47%	46%	<b>72%</b>	50%	64%	76%	*	83%	-	80%	45%	*	85%	59%	62%	62%
	2021	44%	46%	<b>72%</b>	60%	70%	72%	*	75%	-	75%	56%	*	77%	66%	62%	42%



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	19%	<b>37%</b>	14%	28%	43%	*	67%	-	20%	25%	*	44%	30%	23%	15%
	2021	20%	20%	<b>47%</b>	20%	37%	49%	*	67%	-	63%	38%	*	50%	43%	35%	25%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	74%	<b>98%</b>	100%	97%	97%	-	100%	-	100%	100%	*	97%	98%	90%	100%
	2021	73%	76%	<b>91%</b>	86%	83%	94%	*	100%	*	*	70%	-	89%	93%	94%	50%
At Meets Grade Level or Above	2022	50%	47%	<b>81%</b>	86%	72%	83%	-	100%	-	83%	67%	*	80%	83%	70%	57%
	2021	49%	50%	<b>70%</b>	57%	52%	73%	*	86%	*	*	50%	-	70%	69%	64%	17%
At Masters Grade Level	2022	30%	26%	<b>54%</b>	43%	48%	54%	-	78%	-	67%	44%	*	54%	53%	33%	29%
	2021	29%	28%	<b>46%</b>	43%	43%	45%	*	71%	*	*	10%	-	47%	44%	34%	17%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	36%	<b>42%</b>	*	40%	40%	-	*	-	67%	14%	*	46%	36%	35%	*
	2021	24%	26%	<b>22%</b>	*	0%	25%	-	*	-	*	*	*	32%	16%	6%	*
Reading and Mathematics Including EOC	2022	36%	36%	<b>42%</b>	*	40%	40%	-	*	-	67%	14%	*	46%	36%	35%	*
	2021	24%	26%	<b>22%</b>	*	0%	25%	-	*	-	*	*	*	32%	16%	6%	*
Reading Including EOC	2022	51%	51%	<b>57%</b>	*	50%	59%	-	*	-	67%	21%	*	58%	55%	48%	*
	2021	38%	41%	<b>63%</b>	*	57%	66%	-	*	-	*	*	*	64%	62%	59%	*
Math Including EOC	2022	43%	44%	<b>46%</b>	*	40%	43%	-	*	-	67%	21%	*	52%	36%	39%	*
	2021	31%	35%	<b>24%</b>	*	0%	27%	-	*	-	*	*	*	36%	16%	6%	*
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	34%	<b>60%</b>	*	60%	59%	-	*	-	*	33%	*	71%	55%	47%	*
	2021	26%	28%	<b>42%</b>	*	36%	50%	-	*	-	29%	60%	*	25%	47%	30%	*
Reading and Mathematics Including EOC	2022	36%	34%	<b>60%</b>	*	60%	59%	-	*	-	*	33%	*	71%	55%	47%	*
	2021	26%	28%	<b>42%</b>	*	36%	50%	-	*	-	29%	60%	*	25%	47%	30%	*
Reading Including EOC	2022	54%	52%	<b>75%</b>	*	80%	70%	-	*	-	*	33%	*	82%	71%	58%	*
	2021	36%	39%	<b>60%</b>	*	43%	63%	-	*	-	71%	80%	*	42%	64%	52%	*
Math Including EOC	2022	43%	42%	<b>62%</b>	*	60%	62%	-	*	-	*	33%	*	76%	55%	47%	*
	2021	36%	40%	<b>53%</b>	*	50%	63%	-	*	-	29%	60%	*	50%	53%	48%	*
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	40%	<b>70%</b>	67%	63%	70%	-	*	-	86%	17%	*	75%	67%	64%	*
	2021	34%	35%	<b>58%</b>	60%	33%	56%	-	80%	-	*	60%	*	80%	43%	52%	57%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	40%	<b>70%</b>	67%	63%	70%	-	*	-	86%	17%	*	75%	67%	64%	*
	2021	34%	35%	<b>58%</b>	60%	33%	56%	-	80%	-	*	60%	*	80%	43%	52%	57%
Reading Including EOC	2022	58%	57%	<b>90%</b>	100%	88%	91%	-	*	-	86%	50%	*	90%	91%	80%	*
	2021	46%	45%	<b>68%</b>	60%	33%	70%	-	80%	-	*	60%	*	88%	54%	57%	57%
Math Including EOC	2022	48%	49%	<b>71%</b>	67%	69%	70%	-	*	-	86%	17%	*	75%	70%	68%	*
	2021	44%	49%	<b>68%</b>	60%	50%	67%	-	80%	-	*	60%	*	84%	57%	67%	71%
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	30%	<b>61%</b>	50%	38%	68%	-	80%	-	60%	33%	*	75%	49%	55%	38%
	2021	24%	25%	<b>35%</b>	*	11%	43%	*	*	-	*	*	*	42%	31%	28%	*
Reading and Mathematics Including EOC	2022	31%	30%	<b>61%</b>	50%	38%	68%	-	80%	-	60%	33%	*	75%	49%	55%	38%
	2021	24%	25%	<b>35%</b>	*	11%	43%	*	*	-	*	*	*	42%	31%	28%	*
Reading Including EOC	2022	43%	43%	<b>72%</b>	50%	62%	80%	-	80%	-	60%	33%	*	84%	62%	80%	63%
	2021	32%	31%	<b>45%</b>	*	22%	53%	*	*	-	*	*	*	58%	38%	41%	*
Math Including EOC	2022	40%	38%	<b>72%</b>	50%	54%	78%	-	80%	-	100%	83%	*	84%	62%	55%	50%
	2021	36%	40%	<b>51%</b>	*	22%	58%	*	*	-	*	*	*	58%	47%	44%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	32%	<b>51%</b>	33%	58%	50%	*	*	-	*	29%	*	53%	49%	46%	*
	2021	26%	28%	<b>61%</b>	40%	73%	57%	-	*	-	*	40%	-	61%	61%	44%	*
Reading and Mathematics Including EOC	2022	33%	32%	<b>51%</b>	33%	58%	50%	*	*	-	*	29%	*	53%	49%	46%	*
	2021	27%	28%	<b>61%</b>	40%	73%	57%	-	*	-	*	40%	-	61%	61%	44%	*
Reading Including EOC	2022	56%	55%	<b>78%</b>	33%	75%	82%	*	*	-	*	43%	*	90%	70%	64%	*
	2021	45%	45%	<b>79%</b>	80%	93%	69%	-	*	-	*	40%	-	79%	79%	63%	*
Math Including EOC	2022	37%	36%	<b>52%</b>	33%	67%	50%	*	*	-	*	29%	*	53%	51%	46%	*
	2021	32%	35%	<b>62%</b>	40%	73%	60%	-	*	-	*	40%	-	61%	64%	48%	*
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	30%	<b>36%</b>	*	*	43%	-	-	-	-	*	-	*	29%	*	-
	2021	21%	30%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Reading and Mathematics Including EOC	2022	41%	38%	<b>73%</b>	80%	76%	68%	-	*	-	*	40%	*	79%	64%	71%	100%
	2021	33%	39%	<b>69%</b>	*	64%	73%	*	*	-	*	14%	-	73%	66%	74%	*
Reading Including EOC	2022	58%	57%	<b>87%</b>	100%	94%	79%	-	*	-	*	80%	*	91%	82%	86%	100%
	2021	47%	49%	<b>78%</b>	*	71%	84%	*	*	-	*	29%	-	82%	74%	81%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	School Year	State	Region 07	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)
Math Including EOC	2022	48%	46%	<b>79%</b>	80%	76%	79%	-	*	-	*	60%	*	85%	71%	76%	100%
	2021	43%	53%	<b>79%</b>	*	71%	82%	*	*	-	*	71%	-	82%	77%	81%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	34%	<b>55%</b>	44%	52%	55%	*	79%	-	70%	22%	67%	60%	51%	49%	56%
	2021	26%	29%	<b>43%</b>	30%	37%	45%	*	56%	-	47%	39%	43%	51%	39%	33%	44%
Reading and Mathematics Including EOC	2022	36%	35%	<b>58%</b>	52%	58%	57%	*	83%	-	68%	25%	71%	64%	54%	52%	65%
	2021	28%	30%	<b>48%</b>	30%	43%	50%	*	63%	-	47%	34%	43%	56%	43%	40%	45%
Reading Including EOC	2022	53%	53%	<b>76%</b>	66%	77%	75%	*	89%	-	76%	39%	100%	80%	72%	68%	78%
	2021	41%	42%	<b>65%</b>	48%	58%	67%	*	74%	-	74%	45%	71%	72%	61%	58%	50%
Math Including EOC	2022	43%	42%	<b>63%</b>	52%	63%	61%	*	89%	-	76%	36%	71%	69%	58%	54%	74%
	2021	37%	42%	<b>57%</b>	39%	51%	60%	*	68%	-	47%	52%	57%	64%	52%	51%	64%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

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

	School Year	State	Region07	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	73	<b>78</b>	*	83	72	-	*	-	*	40	*	88	74	74	*
	2019	61	60	<b>51</b>	64	22	57	*	-	-	*	58	*	-	51	38	*
Grade 4 Mathematics	2022	74	68	<b>87</b>	*	89	84	-	*	-	*	70	*	100	81	76	*
	2019	65	65	<b>37</b>	14	33	40	*	-	-	*	33	*	-	37	27	*
Grade 5 ELA/Reading	2022	87	84	<b>93</b>	90	100	93	-	*	-	79	100	*	95	92	91	*
	2019	81	80	<b>83</b>	*	82	80	-	*	-	80	*	*	*	82	95	*
Grade 5 Mathematics	2022	79	76	<b>78</b>	90	80	73	-	*	-	86	50	*	82	77	72	*
	2019	83	83	<b>86</b>	*	91	88	-	*	-	*	*	*	*	85	89	*
Grade 6 ELA/Reading	2022	61	61	<b>79</b>	90	83	80	-	80	-	*	*	*	82	77	78	83
	2019	42	40	<b>61</b>	*	62	61	-	*	-	-	*	*	79	54	52	*
Grade 6 Mathematics	2022	61	56	<b>68</b>	70	62	70	-	60	-	*	*	*	69	67	50	50
	2019	54	51	<b>72</b>	*	62	78	-	*	-	-	*	*	87	67	68	*
Grade 7 ELA/Reading	2022	88	89	<b>93</b>	100	88	93	*	*	-	*	67	*	95	92	88	*
	2019	77	80	<b>89</b>	*	92	88	*	*	-	*	90	*	88	90	92	*
Grade 7 Mathematics	2022	60	58	<b>67</b>	80	56	69	*	*	-	*	67	*	67	68	67	*
	2019	62	66	<b>69</b>	*	67	68	*	*	-	*	80	*	71	67	79	*
Grade 8 ELA/Reading	2022	83	81	<b>89</b>	90	88	87	-	*	-	*	*	*	91	85	88	*
	2019	77	76	<b>73</b>	-	*	68	-	-	-	*	-	-	68	*	63	-
Grade 8 Mathematics	2022	74	74	<b>83</b>	*	*	80	-	-	-	-	*	-	*	100	*	-
	2019	82	83	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II	2022	71	71	<b>86</b>	*	79	92	-	*	-	*	*	-	87	84	89	*
	2019	69	67	<b>73</b>	90	59	76	*	*	-	*	86	-	72	76	78	50
End of Course Algebra I	2022	67	61	<b>88</b>	*	88	89	-	*	-	*	*	*	92	84	89	80
	2019	75	69	<b>90</b>	*	*	91	*	*	-	*	*	-	98	81	93	-
All Grades Both Subjects	2022	74	71	<b>82</b>	90	82	82	*	84	-	78	72	75	85	80	78	80
	2019	69	68	<b>71</b>	64	65	72	50	97	-	76	73	42	79	66	67	72
All Grades ELA/Reading	2022	78	77	<b>87</b>	93	88	86	*	89	-	79	77	83	89	84	85	92
	2019	68	67	<b>71</b>	75	65	72	*	94	-	85	75	42	77	68	67	70
All Grades Mathematics	2022	69	65	<b>77</b>	86	77	76	*	79	-	78	67	67	79	75	71	69
	2019	70	69	<b>69</b>	50	64	72	*	100	-	67	71	42	84	64	67	75

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- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

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

	School Year	State	Region 07	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	74%	<b>91%</b>	-	-	-	-	-	-	81%	81%	*	100%	-	91%	79%	98%
	2021	67%	71%	<b>86%</b>	-	-	-	-	-	-	58%	58%	-	-	-	86%	58%	96%
At Meets Grade Level or Above	2022	48%	47%	<b>72%</b>	-	-	-	-	-	-	44%	38%	*	80%	-	73%	44%	92%
	2021	41%	44%	<b>65%</b>	-	-	-	-	-	-	12%	12%	-	-	-	66%	12%	71%
At Masters Grade Level	2022	23%	22%	<b>42%</b>	-	-	-	-	-	-	19%	14%	*	40%	-	42%	18%	41%
	2021	18%	19%	<b>36%</b>	-	-	-	-	-	-	4%	4%	-	-	-	36%	4%	40%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	76%	<b>93%</b>	-	-	-	-	-	-	73%	67%	-	*	-	93%	69%	100%
	2021	68%	71%	<b>88%</b>	-	-	-	-	-	-	56%	56%	-	-	-	88%	56%	100%
At Meets Grade Level or Above	2022	53%	52%	<b>79%</b>	-	-	-	-	-	-	55%	44%	-	*	-	79%	54%	100%
	2021	45%	45%	<b>70%</b>	-	-	-	-	-	-	0%	0%	-	-	-	71%	0%	82%
At Masters Grade Level	2022	25%	23%	<b>49%</b>	-	-	-	-	-	-	27%	22%	-	*	-	49%	23%	55%
	2021	18%	18%	<b>37%</b>	-	-	-	-	-	-	0%	0%	-	-	-	37%	0%	41%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	72%	<b>86%</b>	-	-	-	-	-	-	91%	100%	*	*	-	86%	85%	93%
	2021	66%	72%	<b>82%</b>	-	-	-	-	-	-	88%	88%	-	-	-	82%	88%	93%
At Meets Grade Level or Above	2022	42%	41%	<b>63%</b>	-	-	-	-	-	-	45%	44%	*	*	-	63%	46%	87%
	2021	37%	42%	<b>58%</b>	-	-	-	-	-	-	25%	25%	-	-	-	57%	25%	80%
At Masters Grade Level	2022	20%	19%	<b>32%</b>	-	-	-	-	-	-	18%	11%	*	*	-	33%	23%	27%
	2021	18%	19%	<b>32%</b>	-	-	-	-	-	-	0%	0%	-	-	-	32%	0%	53%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	77%	<b>96%</b>	-	-	-	-	-	-	*	*	-	*	-	97%	83%	100%
	2021	71%	76%	<b>91%</b>	-	-	-	-	-	-	*	*	-	-	-	92%	*	100%
At Meets Grade Level or Above	2022	47%	46%	<b>72%</b>	-	-	-	-	-	-	*	*	-	*	-	73%	33%	86%
	2021	44%	46%	<b>72%</b>	-	-	-	-	-	-	*	*	-	-	-	74%	*	67%
At Masters Grade Level	2022	21%	19%	<b>37%</b>	-	-	-	-	-	-	*	*	-	*	-	38%	0%	29%
	2021	20%	20%	<b>47%</b>	-	-	-	-	-	-	*	*	-	-	-	48%	*	44%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	74%	<b>98%</b>	-	-	-	-	-	-	*	-	-	*	-	97%	*	100%
	2021	73%	76%	<b>91%</b>	-	-	-	-	-	-	*	*	-	-	-	93%	*	*
At Meets Grade Level or Above	2022	50%	47%	<b>81%</b>	-	-	-	-	-	-	*	-	-	*	-	83%	*	86%
	2021	49%	50%	<b>70%</b>	-	-	-	-	-	-	*	*	-	-	-	72%	*	*

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

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

	School Year	State	Region 07	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
At Masters Grade Level	2022	30%	26%	<b>54%</b>	-	-	-	-	-	-	*	-	-	*	-	56%	*	43%
	2021	29%	28%	<b>46%</b>	-	-	-	-	-	-	*	*	-	-	-	47%	*	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	71%	<b>82%</b>	-	-	-	-	-	-	81%	81%	-	-	-	82%	79%	78%
	2019	69%	68%	<b>71%</b>	-	-	-	-	-	-	50%	50%	-	-	*		63%	
All Grades ELA/Reading	2022	78%	77%	<b>87%</b>	-	-	-	-	-	-	100%	100%	-	-	-	86%	100%	90%
	2019	68%	67%	<b>71%</b>	-	-	-	-	-	-	50%	50%	-	-	*		63%	
All Grades Mathematics	2022	69%	65%	<b>77%</b>	-	-	-	-	-	-	67%	67%	-	-	-	78%	64%	63%
	2019	70%	69%	<b>69%</b>	-	-	-	-	-	-	50%	50%	-	-	*		64%	

\* 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.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	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)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>96%</b>	88%	97%	96%	*	100%	-	99%	92%	100%	98%	94%	96%	96%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	12%	2%	4%	*	0%	-	1%	6%	0%	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	99%	*	100%	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	92%	91%	<b>95%</b>	88%	95%	95%	*	100%	-	97%	92%	100%	98%	93%	96%	91%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	13%	2%	4%	*	0%	-	3%	6%	0%	1%	7%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	<b>1%</b>	0%	3%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	9%
Not Tested	1%	2%	<b>0%</b>	0%	0%	1%	*	0%	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	2%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	2%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	99%	*	100%	-	100%	98%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	<b>96%</b>	89%	98%	95%	*	100%	-	100%	91%	100%	98%	93%	96%	100%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	11%	2%	4%	*	0%	-	0%	8%	0%	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	<b>0%</b>	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
<b>Science</b>																
Assessment Participant	98%	98%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>97%</b>	82%	98%	99%	*	100%	-	100%	95%	*	99%	96%	97%	100%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	18%	2%	1%	*	0%	-	0%	5%	*	1%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	97%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	98%	100%	97%	97%	-	100%	-	100%	100%	*	99%	96%	97%	100%
Not Included in Accountability: Mobile	4%	5%	2%	0%	3%	3%	-	0%	-	0%	0%	*	1%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	83%	97%	*	100%	97%	-	*	-	*	*	-	97%	100%	88%	*
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	94%	98%	96%	99%	98%	100%	100%	*	97%	99%	100%	97%	99%	98%	100%
Included in Accountability	83%	89%	92%	90%	91%	93%	100%	100%	*	97%	99%	100%	91%	93%	92%	93%
Not Included in Accountability: Mobile	3%	5%	6%	6%	7%	5%	0%	0%	*	0%	0%	0%	6%	6%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	3%
Not Tested	12%	6%	2%	4%	1%	2%	0%	0%	*	3%	1%	0%	3%	1%	2%	0%
Absent	2%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	2%	2%	1%	2%	0%	0%	*	3%	1%	0%	3%	1%	2%	0%
<b>Reading</b>																
Assessment Participant	89%	95%	99%	97%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	98%	100%
Included in Accountability	83%	89%	93%	90%	91%	93%	*	100%	-	100%	100%	100%	92%	93%	93%	89%
Not Included in Accountability: Mobile	3%	5%	6%	7%	7%	6%	*	0%	-	0%	0%	0%	6%	6%	5%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	2%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	7%
Not Tested	11%	5%	1%	3%	0%	1%	*	0%	-	0%	0%	0%	0%	1%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	1%	3%	0%	1%	*	0%	-	0%	0%	0%	0%	1%	2%	0%
<b>Mathematics</b>																
Assessment Participant	88%	94%	96%	96%	96%	96%	*	100%	-	91%	97%	100%	93%	98%	95%	100%
Included in Accountability	84%	89%	89%	88%	88%	90%	*	100%	-	91%	97%	100%	85%	91%	90%	96%



Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	7%	8%	8%	6%	*	0%	-	0%	0%	0%	7%	7%	6%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	4%	4%	4%	4%	*	0%	-	9%	3%	0%	7%	2%	5%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	4%	4%	4%	4%	*	0%	-	9%	3%	0%	7%	2%	5%	0%
<b>Science</b>																
Assessment Participant	87%	94%	99%	100%	100%	98%	*	100%	-	100%	100%	*	98%	100%	98%	100%
Included in Accountability	84%	89%	95%	91%	94%	96%	*	100%	-	100%	100%	*	97%	94%	97%	92%
Not Included in Accountability: Mobile	3%	5%	4%	9%	6%	2%	*	0%	-	0%	0%	*	1%	6%	2%	8%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	6%	1%	0%	0%	2%	*	0%	-	0%	0%	*	2%	0%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	10%	5%	1%	0%	0%	2%	*	0%	-	0%	0%	*	2%	0%	2%	0%
<b>Social Studies</b>																
Assessment Participant	87%	94%	99%	100%	100%	99%	*	100%	*	*	100%	-	99%	100%	100%	100%
Included in Accountability	84%	89%	97%	100%	100%	96%	*	100%	*	*	100%	-	99%	95%	100%	100%
Not Included in Accountability: Mobile	3%	5%	2%	0%	0%	2%	*	0%	*	*	0%	-	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	*	*	0%	-	0%	0%	0%	0%
Not Tested	13%	6%	1%	0%	0%	1%	*	0%	*	*	0%	-	1%	0%	0%	0%
Absent	3%	1%	0%	0%	0%	0%	*	0%	*	*	0%	-	0%	0%	0%	0%
Other	10%	5%	1%	0%	0%	1%	*	0%	*	*	0%	-	1%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	78%	33%	-	*	40%	-	-	-	*	*	-	37%	*	43%	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	95.1%	<b>97.7%</b>	97.1%	97.9%	97.8%	* 99.0%	* 99.0%	* 96.7%	97.6%	96.8%	98.3%	
2019-20	98.3%	98.6%	<b>98.5%</b>	98.7%	98.7%	98.4%	* 99.1%	* 99.1%	* 98.4%	98.4%	98.3%	99.2%	
<b>Chronic Absenteeism</b>													
2020-21	15.0%	14.4%	<b>5.0%</b>	7.8%	4.6%	4.4%	66.7%	2.6%	* 5.1%	5.8%	9.4%	0.0%	
2019-20	6.7%	5.4%	<b>1.8%</b>	2.1%	0.8%	2.0%	0.0%	2.9%	* 0.0%	1.7%	1.8%	0.0%	
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	* 0.0%	- 0.0%	- 0.0%	0.0%	0.0%	0.0%	*
2019-20	0.5%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	* 0.0%	- 0.0%	- 0.0%	0.0%	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.0%	*
2019-20	1.6%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	91.8%	<b>97.9%</b>	100.0%	100.0%	96.9%	- *	- *	- *	* 100.0%	-	-	
Received TxCHSE	0.3%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	- *	- *	- *	* 0.0%	-	-	
Continued HS	3.9%	3.5%	<b>2.1%</b>	0.0%	0.0%	3.1%	- *	- *	- *	* 0.0%	-	-	
Dropped Out	5.8%	4.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	- *	- *	- *	* 0.0%	-	-	
Graduates and TxCHSE	90.3%	92.2%	<b>97.9%</b>	100.0%	100.0%	96.9%	- *	- *	- *	* 100.0%	-	-	
Graduates, TxCHSE, and Continuers	94.2%	95.7%	<b>100.0%</b>	100.0%	100.0%	100.0%	- *	- *	- *	* 100.0%	-	-	
<b>Class of 2020</b>													
Graduated	90.3%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.9%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	91.8%	97.9%	100.0%	100.0%	96.9%	-	*	-	*	*	100.0%	-
Class of 2020	90.3%	92.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	5.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Class of 2020	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	82.1%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2020	83.5%	84.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	87.2%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2020	87.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	4.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	4.4%	6.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	80.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
2019-20	81.8%	82.0%	<b>89.1%</b>	*	*	89.1%	-	*	-	*	*	88.9%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	85.2%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
2019-20	85.8%	87.9%	<b>89.1%</b>	*	*	89.1%	-	*	-	*	*	88.9%	*

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	46	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	5	10.9%	44,018	12.3%
Hispanic	6	13.0%	183,306	51.1%
White	31	67.4%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	1	2.2%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	3	6.5%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	0	0.0%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	46	100.0%	287,316	80.1%
Special Education Graduates	3	6.5%	31,028	8.6%
Economically Disadvantaged Graduates	18	39.1%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	32,809	9.1%
At-Risk Graduates	10	21.7%	155,884	43.4%
CTE Completers	31	67.4%	99,076	27.6%

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	63.9%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
2019-20	63.0%	59.5%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	46.5%	<b>97.8%</b>	100.0%	100.0%	96.8%	-	*	-	*	*	100.0%	-
2019-20	53.4%	47.6%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	51.4%	<b>95.7%</b>	100.0%	100.0%	93.5%	-	*	-	*	*	100.0%	-
2019-20	59.7%	51.9%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	38.2%	<b>95.7%</b>	100.0%	83.3%	96.8%	-	*	-	*	*	100.0%	-
2019-20	47.9%	40.6%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	33.0%	<b>91.3%</b>	100.0%	83.3%	90.3%	-	*	-	*	*	100.0%	-
2019-20	43.2%	34.9%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	8.0%	<b>2.2%</b>	0.0%	0.0%	3.2%	-	*	-	*	*	0.0%	-
2019-20	21.1%	7.6%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	1.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	2.1%	2.1%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	30.7%	<b>91.3%</b>	100.0%	100.0%	87.1%	-	*	-	*	*	94.4%	-
2019-20	24.6%	31.0%	<b>96.4%</b>	*	*	97.8%	-	*	-	*	*	88.9%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	4.0%	1.3%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	31.6%	<b>6.5%</b>	0.0%	0.0%	9.7%	-	*	-	*	*	11.1%	-
2019-20	18.7%	20.6%	<b>5.5%</b>	*	*	6.5%	-	*	-	*	*	0.0%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	13.2%	14.6%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	0.7%	0.4%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	3.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	2.4%	3.0%	<b>0.0%</b>	*	*	0.0%	-	*	-	*	*	0.0%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	5.0%	<b>6.5%</b>	0.0%	0.0%	9.7%	-	*	-	*	*	11.1%	-
2019-20	3.7%	4.6%	<b>5.5%</b>	*	*	6.5%	-	*	-	*	*	0.0%	*

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	31.5%	<b>91.3%</b>	100.0%	100.0%	87.1%	-	*	-	*	*	94.4%	-
	2019-20	30.1%	35.2%	<b>96.4%</b>	*	*	100.0%	-	*	-	*	*	88.9%	*
Mathematics	2020-21	19.4%	20.7%	<b>73.9%</b>	100.0%	50.0%	74.2%	-	*	-	*	*	66.7%	-
	2019-20	21.2%	23.3%	<b>90.9%</b>	*	*	93.5%	-	*	-	*	*	88.9%	*
Both Subjects	2020-21	14.4%	15.9%	<b>69.6%</b>	100.0%	50.0%	67.7%	-	*	-	*	*	61.1%	-
	2019-20	16.4%	17.6%	<b>89.1%</b>	*	*	93.5%	-	*	-	*	*	88.9%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	11.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2019-20	7.3%	6.4%	<b>1.8%</b>	*	*	0.0%	-	*	-	*	*	11.1%	*
Mathematics	2020-21	10.3%	11.7%	<b>32.6%</b>	20.0%	50.0%	32.3%	-	*	-	*	*	38.9%	-
	2019-20	9.7%	10.5%	<b>10.9%</b>	*	*	8.7%	-	*	-	*	*	11.1%	*
Both Subjects	2020-21	4.9%	5.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2019-20	4.2%	4.0%	<b>1.8%</b>	*	*	0.0%	-	*	-	*	*	11.1%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	10.3%	<b>1.1%</b>	0.0%	0.0%	1.5%	-	*	-	*	0.0%	0.0%	*
	2020	22.0%	9.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
English Language Arts	2021	12.1%	5.6%	<b>1.1%</b>	0.0%	0.0%	1.5%	-	*	-	*	0.0%	0.0%	*
	2020	12.7%	5.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Mathematics	2021	6.1%	2.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2020	6.4%	1.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Science	2021	8.7%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2020	9.4%	3.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Social Studies	2021	11.6%	4.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2020	12.4%	4.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	41.9%	*	-	-	*	-	-	-	-	-	-	-
	2020	59.0%	48.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	39.1%	*	-	-	*	-	-	-	-	-	-	-
	2020	50.1%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	47.9%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	48.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	44.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	44.1%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	49.0%	<b>26.1%</b>	40.0%	16.7%	25.8%	-	*	-	*	*	22.2%	-
	2019-20	76.7%	54.8%	<b>78.2%</b>	*	*	78.3%	-	*	-	*	*	66.7%	*
At/Above Criterion for All Examinees	2020-21	32.9%	27.6%	<b>58.3%</b>	*	*	75.0%	-	-	-	*	-	*	-
	2019-20	35.7%	29.8%	<b>74.4%</b>	-	*	75.0%	-	*	-	*	*	100.0%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	993	<b>1191</b>	*	-	1190	-	-	-	*	-	*	-
	2019-20	1019	1019	<b>1176</b>	-	1050	1174	-	1365	-	1157	1060	1190	-
English Language Arts and Writing	2020-21	504	503	<b>618</b>	*	-	619	-	-	-	*	-	*	-
	2019-20	513	516	<b>598</b>	-	540	597	-	660	-	613	530	597	-
Mathematics	2020-21	498	491	<b>573</b>	*	-	571	-	-	-	*	-	*	-
	2019-20	506	503	<b>577</b>	-	510	577	-	705	-	543	530	593	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	19.5	*	*	*	*	-	-	-	-	-	-	-
	2019-20	20.2	19.5	<b>25.4</b>	-	-	25.0	-	27.5	-	25.0	-	22.3	-
English Language Arts	2020-21	19.6	19.2	*	*	*	*	-	-	-	-	-	-	-
	2019-20	19.9	19.2	<b>26.1</b>	-	-	25.5	-	27.3	-	29.0	-	23.3	-
Mathematics	2020-21	19.9	19.2	*	*	*	*	-	-	-	-	-	-	-
	2019-20	20.1	19.2	<b>23.8</b>	-	-	23.8	-	27.5	-	17.0	-	20.0	-
Science	2020-21	20.3	19.9	*	*	*	*	-	-	-	-	-	-	-
	2019-20	20.5	19.9	<b>24.8</b>	-	-	24.3	-	27.5	-	23.0	-	21.0	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	37.4%	<b>84.2%</b>	76.9%	83.3%	83.5%	-	90.9%	*	100.0%	61.5%	76.6%	*
	2019-20	46.3%	40.1%	<b>83.4%</b>	90.9%	79.3%	83.2%	*	88.9%	*	100.0%	64.3%	78.9%	60.0%
English Language Arts	2020-21	16.3%	14.2%	<b>45.0%</b>	46.2%	41.7%	45.5%	-	45.5%	*	44.4%	23.1%	34.9%	*
	2019-20	18.2%	15.2%	<b>54.6%</b>	54.5%	48.3%	57.3%	*	33.3%	*	75.0%	28.6%	48.2%	0.0%
Mathematics	2020-21	19.3%	17.7%	<b>38.0%</b>	30.8%	30.6%	40.8%	-	27.3%	*	44.4%	23.1%	31.7%	*
	2019-20	20.7%	18.8%	<b>29.1%</b>	9.1%	20.7%	33.3%	*	25.0%	*	28.6%	15.4%	20.4%	0.0%
Science	2020-21	20.6%	21.3%	<b>11.6%</b>	15.4%	5.6%	12.4%	-	0.0%	*	33.3%	0.0%	9.5%	*
	2019-20	22.4%	21.9%	<b>10.1%</b>	0.0%	0.0%	12.1%	*	12.5%	*	28.6%	8.3%	5.8%	*
Social Studies	2020-21	22.8%	14.1%	<b>54.7%</b>	60.0%	43.8%	56.3%	-	50.0%	*	66.7%	20.0%	50.9%	*
	2019-20	24.6%	14.7%	<b>51.4%</b>	54.5%	46.2%	54.1%	*	28.6%	*	71.4%	27.3%	42.9%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
	2019-20	58.5%	73.4%	<b>100.0%</b>	*	*	100.0%	-	*	-	*	*	100.0%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	45.6%	<b>69.1%</b>	*	*	67.4%	-	*	-	*	*	66.7%	*
	2018-19	52.6%	49.1%	<b>71.4%</b>	*	-	64.7%	*	*	-	*	66.7%	55.6%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	853	100.0%	5,402,928	100.0%	853	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	14,290	0.3%	0	0.0%	21,375	0.4%
Pre-Kindergarten	0	0.0%	222,767	4.1%	0	0.0%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	188,798	3.5%	0	0.0%	189,474	3.5%
Kindergarten	50	5.9%	370,054	6.8%	50	5.9%	371,502	6.8%
Grade 1	82	9.6%	384,494	7.1%	82	9.6%	386,232	7.1%
Grade 2	76	8.9%	382,008	7.1%	76	8.9%	383,838	7.1%
Grade 3	83	9.7%	383,078	7.1%	83	9.7%	384,872	7.1%
Grade 4	63	7.4%	383,959	7.1%	63	7.4%	386,011	7.1%
Grade 5	65	7.6%	387,945	7.2%	65	7.6%	389,971	7.2%
Grade 6	74	8.7%	398,640	7.4%	74	8.7%	400,447	7.4%
Grade 7	80	9.4%	418,486	7.7%	80	9.4%	418,788	7.7%
Grade 8	65	7.6%	424,287	7.9%	65	7.6%	424,544	7.8%
Grade 9	56	6.6%	475,437	8.8%	56	6.6%	475,746	8.8%
Grade 10	58	6.8%	408,393	7.6%	58	6.8%	408,700	7.5%
Grade 11	53	6.2%	389,034	7.2%	53	6.2%	389,454	7.2%
Grade 12	48	5.6%	360,056	6.7%	48	5.6%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	57	6.7%	690,999	12.8%	57	6.7%	694,302	12.8%
Hispanic	166	19.5%	2,850,147	52.8%	166	19.5%	2,860,754	52.7%
White	546	64.0%	1,420,166	26.3%	546	64.0%	1,427,241	26.3%
American Indian	5	0.6%	17,944	0.3%	5	0.6%	18,028	0.3%
Asian	35	4.1%	259,342	4.8%	35	4.1%	261,788	4.8%
Pacific Islander	1	0.1%	8,443	0.2%	1	0.1%	8,477	0.2%
Two or More Races	43	5.0%	155,887	2.9%	43	5.0%	156,780	2.9%
<b>Sex:</b>								
Female	423	49.6%	2,640,313	48.9%	423	49.6%	2,650,563	48.8%
Male	430	50.4%	2,762,615	51.1%	430	50.4%	2,776,807	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	286	33.5%	3,278,452	60.7%	286	33.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	567	66.5%	2,124,476	39.3%	567	66.5%	2,137,950	39.4%
Section 504 Students	90	10.6%	400,729	7.4%	90	10.6%	401,648	7.4%
EB Students/EL	21	2.5%	1,171,661	21.7%	21	2.5%	1,175,333	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	0	0.0%	34,054	0.6%				
Students w/ Dyslexia	60	7.0%	270,260	5.0%	60	7.0%	270,966	5.0%
Foster Care	0	0.0%	15,338	0.3%	0	0.0%	15,409	0.3%
Homeless	6	0.7%	61,433	1.1%	6	0.7%	61,687	1.1%
Immigrant	2	0.2%	108,510	2.0%	2	0.2%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	245	28.7%	3,473,996	64.3%	245	28.7%	3,487,333	64.3%
Military Connected	109	12.8%	176,253	3.3%	109	12.8%	176,554	3.3%
At-Risk	264	30.9%	2,892,191	53.5%	264	30.9%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	21	2.5%	1,182,035	21.9%	21	2.5%	1,185,511	21.8%
Career and Technical Education	323	37.9%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	203	94.4%	1,159,913	71.0%				
Gifted and Talented Education	65	7.6%	434,269	8.0%	65	7.6%	435,356	8.0%
Special Education	78	9.1%	624,256	11.6%	78	9.1%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	78		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	15	19.2%	268,673	43.0%				
Students with Physical Disabilities	38	48.7%	129,679	20.8%				
Students with Autism	15	19.2%	91,742	14.7%				
Students with Behavioral Disabilities	10	12.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	153	17.8%	705,063	13.6%				
By Ethnicity:								
African American	10	1.2%	131,970	2.5%				
Hispanic	33	3.8%	342,504	6.6%				
White	101	11.8%	184,235	3.5%				
American Indian	3	0.3%	2,852	0.1%				
Asian	2	0.2%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	4	0.5%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	10	14.5%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	1	7.1%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	59	17.8%	467,226	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	174	22.3%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	4.3%	1.9%	50.0%	5.2%
Grade 1	6.8%	2.9%	0.0%	4.2%
Grade 2	0.0%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	0.0%	1.0%
Grade 4	5.0%	0.7%	0.0%	0.7%
Grade 5	1.6%	0.5%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.6%
Grade 7	1.7%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	0.0%	10.5%	0.0%	14.1%

Data Quality:	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Underreported Students	0	0.0%	8,781	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	16.5	18.7
Grade 1	20.4	18.7
Grade 2	19.0	18.6
Grade 3	20.7	18.7
Grade 4	20.8	18.8
Grade 5	21.9	20.2
Grade 6	24.8	19.2

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
<b>Secondary:</b>		
English/Language Arts	16.7	16.3
Foreign Languages	2.9	18.4
Mathematics	15.9	17.5
Science	18.8	18.5
Social Studies	14.7	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	90.2	100.0%	749,473.4	100.0%
Professional Staff:	74.6	82.7%	480,632.3	64.1%
Teachers	57.1	63.4%	369,695.8	49.3%
Professional Support	10.4	11.5%	80,190.4	10.7%
Campus Administration (School Leadership)	3.0	3.3%	22,091.4	2.9%
Central Administration	4.1	4.5%	8,654.8	1.2%
Educational Aides:	6.7	7.4%	82,972.4	11.1%
Auxiliary Staff:	8.9	9.9%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	2.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	9.4	10.4%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	41,286.1	11.2%
Hispanic	2.0	3.5%	106,866.5	28.9%
White	52.7	92.2%	208,485.4	56.4%
American Indian	1.0	1.8%	1,235.6	0.3%
Asian	1.0	1.8%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.4	0.8%	4,312.0	1.2%
<b>Teachers by Sex:</b>				
Males	8.0	14.0%	89,015.4	24.1%
Females	49.1	86.0%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	26.7	46.8%	268,560.2	72.6%
Masters	30.4	53.2%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	29,215.8	7.9%
1-5 Years Experience	26.7	46.8%	98,764.8	26.7%
6-10 Years Experience	11.9	20.9%	76,197.2	20.6%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
11-20 Years Experience	15.4	27.0%	105,811.4	28.6%
21-30 Years Experience	3.0	5.3%	48,804.6	13.2%
Over 30 Years Experience	0.0	0.0%	10,902.0	2.9%
Number of Students per Teacher	14.9	n/a	14.6	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	4.0	6.3
Average Years Experience of Principals with District	3.0	5.4
Average Years Experience of Assistant Principals	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	8.3	11.1
Average Years Experience of Teachers with District:	3.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	-	\$51,054
1-5 Years Experience	\$45,916	\$54,577
6-10 Years Experience	\$50,791	\$57,746
11-20 Years Experience	\$55,479	\$61,377
21-30 Years Experience	\$60,320	\$65,949
Over 30 Years Experience	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$50,277	\$58,887
Professional Support	\$57,427	\$69,505
Campus Administration (School Leadership)	\$76,079	\$84,990
Central Administration	\$87,854	\$112,797
Instructional Staff Percent:	78.8%	64.9%
Turnover Rate for Teachers:	17.2%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY**

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

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	4.1	7.2%	19,365.5	5.2%
Compensatory Education	0.0	0.0%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	50.4	88.3%	261,685.1	70.8%
Special Education	2.6	4.5%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**Campus Name: UT TYLER UNIVERSITY ACADEMY AT TYLER**

**Campus Number: 212804001**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	84%	<b>85%</b>	*	83%	89%	-	*	-	*	63%	-	89%	82%	88%	*
	2021	67%	88%	<b>78%</b>	-	*	88%	-	-	-	*	*	*	78%	78%	83%	-
At Meets Grade Level or Above	2022	51%	57%	<b>63%</b>	*	83%	59%	-	*	-	*	38%	-	68%	59%	47%	*
	2021	39%	63%	<b>61%</b>	-	*	69%	-	-	-	*	*	*	67%	56%	50%	-
At Masters Grade Level	2022	30%	40%	<b>41%</b>	*	67%	30%	-	*	-	*	0%	-	42%	41%	35%	*
	2021	19%	39%	<b>44%</b>	-	*	50%	-	-	-	*	*	*	33%	56%	33%	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	78%	<b>73%</b>	*	83%	74%	-	*	-	*	38%	-	79%	68%	65%	*
	2021	62%	64%	<b>78%</b>	-	*	88%	-	-	-	*	*	*	78%	78%	100%	-
At Meets Grade Level or Above	2022	43%	46%	<b>49%</b>	*	67%	41%	-	*	-	*	25%	-	58%	41%	41%	*
	2021	31%	24%	<b>17%</b>	-	*	19%	-	-	-	*	*	*	22%	11%	0%	-
At Masters Grade Level	2022	21%	22%	<b>22%</b>	*	33%	11%	-	*	-	*	0%	-	26%	18%	18%	*
	2021	14%	17%	<b>11%</b>	-	*	13%	-	-	-	*	*	*	22%	0%	0%	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	93%	<b>88%</b>	-	*	92%	-	-	-	*	*	*	80%	92%	83%	-
	2021	63%	84%	<b>79%</b>	*	*	80%	-	-	-	*	*	*	92%	57%	89%	*
At Meets Grade Level or Above	2022	54%	75%	<b>59%</b>	-	*	69%	-	-	-	*	*	*	80%	50%	17%	-
	2021	36%	60%	<b>47%</b>	*	*	50%	-	-	-	*	*	*	42%	57%	33%	*
At Masters Grade Level	2022	28%	44%	<b>29%</b>	-	*	31%	-	-	-	*	*	*	80%	8%	0%	-
	2021	17%	26%	<b>32%</b>	*	*	30%	-	-	-	*	*	*	33%	29%	22%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	84%	<b>76%</b>	-	*	85%	-	-	-	*	*	*	100%	67%	33%	-
	2021	59%	81%	<b>84%</b>	*	*	80%	-	-	-	*	*	*	92%	71%	89%	*
At Meets Grade Level or Above	2022	43%	62%	<b>53%</b>	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
	2021	36%	53%	<b>42%</b>	*	*	50%	-	-	-	*	*	*	50%	29%	44%	*
At Masters Grade Level	2022	23%	36%	<b>24%</b>	-	*	23%	-	-	-	*	*	*	60%	8%	0%	-
	2021	21%	26%	<b>21%</b>	*	*	30%	-	-	-	*	*	*	25%	14%	22%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	95%	<b>96%</b>	*	83%	100%	-	-	-	*	*	*	100%	92%	90%	*
	2021	73%	79%	<b>84%</b>	*	*	93%	-	-	-	-	*	*	86%	83%	80%	*
At Meets Grade Level or Above	2022	58%	90%	<b>87%</b>	*	67%	100%	-	-	-	*	*	*	91%	83%	70%	*
	2021	46%	68%	<b>58%</b>	*	*	67%	-	-	-	-	*	*	71%	50%	40%	*
At Masters Grade Level	2022	36%	54%	<b>48%</b>	*	33%	58%	-	-	-	*	*	*	45%	50%	40%	*
	2021	30%	52%	<b>42%</b>	*	*	47%	-	-	-	-	*	*	43%	42%	20%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	94%	<b>96%</b>	*	100%	100%	-	-	-	*	*	*	100%	92%	90%	*
	2021	70%	87%	<b>84%</b>	*	*	87%	-	-	-	-	*	*	86%	83%	80%	*
At Meets Grade Level or Above	2022	48%	71%	<b>70%</b>	*	67%	75%	-	-	-	*	*	*	64%	75%	60%	*
	2021	44%	68%	<b>63%</b>	*	*	67%	-	-	-	-	*	*	71%	58%	80%	*
At Masters Grade Level	2022	25%	38%	<b>30%</b>	*	33%	25%	-	-	-	*	*	*	36%	25%	30%	*
	2021	25%	39%	<b>26%</b>	*	*	27%	-	-	-	-	*	*	43%	17%	20%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	92%	<b>96%</b>	*	83%	100%	-	-	-	*	*	*	100%	92%	90%	*
	2021	62%	82%	<b>89%</b>	*	*	93%	-	-	-	-	*	*	86%	92%	80%	*
At Meets Grade Level or Above	2022	38%	54%	<b>65%</b>	*	33%	83%	-	-	-	*	*	*	73%	58%	30%	*
	2021	31%	53%	<b>63%</b>	*	*	73%	-	-	-	-	*	*	86%	50%	40%	*
At Masters Grade Level	2022	18%	22%	<b>39%</b>	*	17%	50%	-	-	-	*	*	*	45%	33%	30%	*
	2021	13%	29%	<b>32%</b>	*	*	40%	-	-	-	-	*	*	57%	17%	0%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	86%	<b>79%</b>	*	71%	79%	-	-	-	*	*	-	88%	75%	88%	*
	2021	62%	80%	<b>79%</b>	*	*	79%	*	*	-	-	*	*	80%	78%	83%	*
At Meets Grade Level or Above	2022	43%	72%	<b>71%</b>	*	57%	79%	-	-	-	*	*	-	75%	69%	88%	*
	2021	32%	45%	<b>36%</b>	*	*	47%	*	*	-	-	*	*	20%	39%	42%	*
At Masters Grade Level	2022	23%	52%	<b>42%</b>	*	29%	57%	-	-	-	*	*	-	50%	38%	38%	*
	2021	15%	18%	<b>14%</b>	*	*	21%	*	*	-	-	*	*	20%	13%	8%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	91%	<b>88%</b>	*	100%	86%	-	-	-	*	*	-	100%	81%	88%	*
	2021	68%	77%	<b>68%</b>	*	*	68%	*	*	-	-	*	*	80%	65%	83%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	72%	<b>63%</b>	*	43%	71%	-	-	-	*	*	-	88%	50%	50%	*
	2021	36%	51%	<b>39%</b>	*	*	47%	*	*	-	-	*	*	40%	39%	42%	*
At Masters Grade Level	2022	16%	32%	<b>17%</b>	*	0%	29%	-	-	-	*	*	-	25%	13%	13%	*
	2021	15%	21%	<b>11%</b>	*	*	16%	*	*	-	-	*	*	0%	13%	17%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	95%	<b>94%</b>	*	100%	95%	*	*	-	-	*	*	90%	95%	93%	*
	2021	69%	92%	<b>89%</b>	*	100%	82%	-	*	-	-	*	-	88%	91%	82%	*
At Meets Grade Level or Above	2022	56%	78%	<b>74%</b>	*	86%	74%	*	*	-	-	*	*	90%	67%	67%	*
	2021	45%	79%	<b>63%</b>	*	80%	45%	-	*	-	-	*	-	63%	64%	45%	*
At Masters Grade Level	2022	37%	58%	<b>52%</b>	*	43%	53%	*	*	-	-	*	*	60%	48%	40%	*
	2021	25%	51%	<b>32%</b>	*	40%	27%	-	*	-	-	*	-	38%	27%	9%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	78%	<b>77%</b>	*	86%	79%	*	*	-	-	*	*	70%	81%	80%	*
	2021	55%	85%	<b>74%</b>	*	80%	64%	-	*	-	-	*	-	63%	82%	73%	*
At Meets Grade Level or Above	2022	31%	52%	<b>45%</b>	*	86%	32%	*	*	-	-	*	*	50%	43%	47%	*
	2021	27%	62%	<b>32%</b>	*	40%	27%	-	*	-	-	*	-	38%	27%	27%	*
At Masters Grade Level	2022	13%	27%	<b>16%</b>	*	14%	16%	*	*	-	-	*	*	10%	19%	7%	*
	2021	12%	33%	<b>21%</b>	*	20%	18%	-	*	-	-	*	-	38%	9%	9%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	98%	<b>100%</b>	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
	2021	73%	94%	<b>90%</b>	*	83%	94%	*	*	-	-	*	-	92%	88%	93%	*
At Meets Grade Level or Above	2022	58%	87%	<b>90%</b>	*	83%	92%	-	*	-	-	*	-	100%	82%	100%	*
	2021	46%	78%	<b>72%</b>	*	50%	88%	*	*	-	-	*	-	69%	75%	71%	*
At Masters Grade Level	2022	37%	69%	<b>52%</b>	*	33%	58%	-	*	-	-	*	-	60%	45%	43%	*
	2021	21%	50%	<b>38%</b>	*	17%	50%	*	*	-	-	*	-	38%	38%	36%	*
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	73%	<b>73%</b>	*	*	71%	-	-	-	-	*	-	*	57%	*	-
	2021	62%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
At Meets Grade Level or Above	2022	40%	36%	<b>36%</b>	*	*	43%	-	-	-	-	*	-	*	29%	*	-
	2021	36%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	0%	<b>0%</b>	*	*	0%	-	-	-	-	*	-	*	0%	*	-
	2021	11%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	97%	<b>90%</b>	*	100%	83%	-	*	-	-	*	-	100%	82%	100%	*
	2021	68%	94%	<b>86%</b>	*	67%	94%	*	*	-	-	*	-	85%	88%	93%	*
At Meets Grade Level or Above	2022	45%	76%	<b>62%</b>	*	83%	58%	-	*	-	-	*	-	90%	36%	57%	*
	2021	43%	70%	<b>66%</b>	*	50%	69%	*	*	-	-	*	-	54%	75%	71%	*
At Masters Grade Level	2022	24%	40%	<b>29%</b>	*	33%	25%	-	*	-	-	*	-	50%	9%	29%	*
	2021	24%	46%	<b>41%</b>	*	17%	50%	*	*	-	-	*	-	23%	56%	36%	*
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	95%	<b>100%</b>	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
	2021	57%	87%	<b>83%</b>	*	50%	94%	*	*	-	-	*	-	77%	88%	93%	*
At Meets Grade Level or Above	2022	31%	71%	<b>76%</b>	*	50%	92%	-	*	-	-	*	-	70%	82%	71%	*
	2021	28%	51%	<b>48%</b>	*	0%	69%	*	*	-	-	*	-	38%	56%	43%	*
At Masters Grade Level	2022	18%	40%	<b>38%</b>	*	0%	50%	-	*	-	-	*	-	40%	36%	29%	*
	2021	14%	22%	<b>31%</b>	*	0%	44%	*	*	-	-	*	-	23%	38%	21%	*
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	95%	<b>92%</b>	*	100%	92%	*	*	-	-	*	*	94%	86%	92%	*
	2021	67%	93%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	47%	86%	<b>83%</b>	*	100%	92%	*	*	-	-	*	*	88%	71%	75%	*
	2021	50%	91%	<b>96%</b>	-	86%	100%	-	*	-	*	*	-	93%	100%	86%	*
At Masters Grade Level	2022	11%	44%	<b>38%</b>	*	0%	67%	*	*	-	-	*	*	41%	29%	25%	*
	2021	12%	25%	<b>36%</b>	-	14%	36%	-	*	-	*	*	-	40%	30%	29%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	98%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	*	-
	2021	71%	100%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2022	55%	93%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	*	-
	2021	57%	92%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	9%	29%	<b>48%</b>	-	40%	46%	-	*	-	*	*	-	54%	38%	*	-
	2021	11%	23%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	95%	<b>86%</b>	*	*	86%	-	*	-	-	*	-	86%	86%	80%	*
	2021	73%	97%	<b>97%</b>	*	100%	100%	*	*	-	-	*	-	100%	94%	93%	*
At Meets Grade Level or Above	2022	43%	81%	<b>79%</b>	*	*	86%	-	*	-	-	*	-	86%	71%	60%	*
	2021	41%	81%	<b>83%</b>	*	50%	94%	*	*	-	-	*	-	77%	88%	79%	*
At Masters Grade Level	2022	27%	66%	<b>71%</b>	*	*	71%	-	*	-	-	*	-	86%	57%	60%	*
	2021	23%	57%	<b>59%</b>	*	50%	63%	*	*	-	-	*	-	46%	69%	43%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	100%	<b>100%</b>	*	100%	100%	*	*	-	-	100%	*	100%	100%	100%	*
	2021	82%	98%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	55%	86%	<b>85%</b>	*	71%	93%	*	*	-	-	60%	*	88%	78%	75%	*
	2021	55%	95%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	-
At Masters Grade Level	2022	21%	48%	<b>46%</b>	*	0%	71%	*	*	-	-	40%	*	47%	44%	25%	*
	2021	22%	67%	<b>76%</b>	-	80%	69%	-	*	-	*	*	-	71%	86%	60%	-
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	100%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	*	*
	2021	88%	97%	<b>94%</b>	*	*	100%	-	*	-	-	*	-	88%	100%	*	*
At Meets Grade Level or Above	2022	68%	92%	<b>96%</b>	-	80%	100%	-	*	-	*	*	-	93%	100%	*	*
	2021	69%	91%	<b>94%</b>	*	*	100%	-	*	-	-	*	-	88%	100%	*	*
At Masters Grade Level	2022	42%	67%	<b>83%</b>	-	80%	80%	-	*	-	*	*	-	79%	89%	*	*
	2021	43%	72%	<b>83%</b>	*	*	89%	-	*	-	-	*	-	75%	90%	*	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	92%	<b>84%</b>	-	*	93%	-	*	-	-	-	-	83%	*	60%	*
	2021	95%	100%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2022	64%	71%	<b>74%</b>	-	*	80%	-	*	-	-	-	-	72%	*	40%	*
	2021	69%	100%	*	-	-	*	-	-	-	-	-	-	*	-	-	-



Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	13%	8%	16%	-	*	13%	-	*	-	-	-	-	17%	*	0%	*
	2021	14%	14%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	91%	89%	71%	90%	90%	*	94%	-	88%	70%	89%	93%	85%	86%	91%
	2021	67%	86%	84%	71%	74%	87%	100%	100%	-	75%	68%	92%	86%	83%	85%	79%
At Meets Grade Level or Above	2022	48%	72%	70%	43%	68%	72%	*	94%	-	73%	41%	67%	79%	62%	57%	65%
	2021	41%	65%	58%	39%	41%	63%	67%	86%	-	56%	48%	50%	61%	57%	51%	43%
At Masters Grade Level	2022	23%	42%	37%	23%	27%	39%	*	76%	-	50%	11%	44%	44%	31%	27%	28%
	2021	18%	36%	34%	14%	21%	36%	0%	69%	-	38%	25%	42%	35%	32%	22%	26%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	93%	91%	73%	89%	93%	*	100%	-	100%	74%	*	94%	89%	91%	88%
	2021	68%	88%	86%	67%	83%	88%	*	100%	-	67%	77%	100%	90%	83%	88%	77%
At Meets Grade Level or Above	2022	53%	79%	77%	53%	78%	80%	*	100%	-	73%	48%	*	86%	70%	67%	75%
	2021	45%	70%	63%	33%	47%	68%	*	89%	-	67%	46%	60%	65%	61%	53%	38%
At Masters Grade Level	2022	25%	49%	44%	27%	33%	48%	*	71%	-	55%	4%	*	51%	39%	35%	31%
	2021	18%	37%	34%	11%	17%	38%	*	56%	-	50%	15%	60%	36%	31%	22%	23%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	86%	81%	50%	87%	83%	*	80%	-	70%	52%	*	87%	77%	74%	93%
	2021	66%	82%	81%	67%	78%	81%	*	100%	-	80%	55%	100%	86%	77%	86%	100%
At Meets Grade Level or Above	2022	42%	63%	57%	33%	61%	57%	*	80%	-	70%	26%	*	67%	49%	44%	71%
	2021	37%	58%	49%	44%	35%	52%	*	67%	-	40%	45%	40%	54%	46%	47%	67%
At Masters Grade Level	2022	20%	32%	23%	25%	24%	20%	*	60%	-	40%	13%	*	29%	18%	16%	36%
	2021	18%	32%	26%	22%	17%	27%	*	67%	-	20%	27%	20%	30%	23%	21%	42%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	96%	96%	100%	95%	95%	*	*	-	*	89%	*	100%	91%	97%	89%
	2021	71%	91%	91%	*	79%	95%	*	100%	-	*	86%	*	91%	91%	92%	86%
At Meets Grade Level or Above	2022	47%	72%	71%	33%	63%	79%	*	*	-	*	44%	*	84%	56%	55%	56%
	2021	44%	72%	75%	*	57%	80%	*	100%	-	*	71%	*	79%	71%	71%	43%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	37%	<b>39%</b>	0%	16%	50%	*	*	-	*	22%	*	47%	28%	28%	11%
	2021	20%	47%	<b>49%</b>	*	36%	52%	*	100%	-	*	43%	*	50%	49%	33%	29%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	98%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
	2021	73%	91%	<b>87%</b>	*	60%	96%	*	100%	-	-	60%	-	81%	92%	89%	50%
At Meets Grade Level or Above	2022	50%	81%	<b>86%</b>	*	64%	96%	-	*	-	*	60%	-	83%	90%	80%	*
	2021	49%	70%	<b>66%</b>	*	30%	80%	*	86%	-	-	40%	-	57%	73%	50%	17%
At Masters Grade Level	2022	30%	54%	<b>61%</b>	*	36%	67%	-	*	-	*	20%	-	63%	60%	50%	*
	2021	29%	46%	<b>51%</b>	*	30%	60%	*	71%	-	-	20%	-	43%	58%	33%	17%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	42%	<b>46%</b>	*	67%	37%	-	*	-	*	25%	-	53%	41%	35%	*
	2021	24%	22%	<b>11%</b>	-	*	13%	-	-	-	*	*	*	11%	11%	0%	-
Reading and Mathematics Including EOC	2022	36%	42%	<b>46%</b>	*	67%	37%	-	*	-	*	25%	-	53%	41%	35%	*
	2021	24%	22%	<b>11%</b>	-	*	13%	-	-	-	*	*	*	11%	11%	0%	-
Reading Including EOC	2022	51%	57%	<b>63%</b>	*	83%	59%	-	*	-	*	38%	-	68%	59%	47%	*
	2021	38%	63%	<b>61%</b>	-	*	69%	-	-	-	*	*	*	67%	56%	50%	-
Math Including EOC	2022	43%	46%	<b>49%</b>	*	67%	41%	-	*	-	*	25%	-	58%	41%	41%	*
	2021	31%	24%	<b>17%</b>	-	*	19%	-	-	-	*	*	*	22%	11%	0%	-
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	60%	<b>53%</b>	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
	2021	26%	42%	<b>26%</b>	*	*	30%	-	-	-	*	*	*	25%	29%	11%	*
Reading and Mathematics Including EOC	2022	36%	60%	<b>53%</b>	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
	2021	26%	42%	<b>26%</b>	*	*	30%	-	-	-	*	*	*	25%	29%	11%	*
Reading Including EOC	2022	54%	75%	<b>59%</b>	-	*	69%	-	-	-	*	*	*	80%	50%	17%	-
	2021	36%	60%	<b>47%</b>	*	*	50%	-	-	-	*	*	*	42%	57%	33%	*
Math Including EOC	2022	43%	62%	<b>53%</b>	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
	2021	36%	53%	<b>42%</b>	*	*	50%	-	-	-	*	*	*	50%	29%	44%	*
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	70%	<b>65%</b>	*	50%	75%	-	-	-	*	*	*	64%	67%	50%	*
	2021	34%	58%	<b>42%</b>	*	*	47%	-	-	-	-	*	*	57%	33%	40%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	70%	<b>65%</b>	*	50%	75%	-	-	-	*	*	*	64%	67%	50%	*
	2021	34%	58%	<b>42%</b>	*	*	47%	-	-	-	-	*	*	57%	33%	40%	*
Reading Including EOC	2022	58%	90%	<b>87%</b>	*	67%	100%	-	-	-	*	*	*	91%	83%	70%	*
	2021	46%	68%	<b>58%</b>	*	*	67%	-	-	-	-	*	*	71%	50%	40%	*
Math Including EOC	2022	48%	71%	<b>70%</b>	*	67%	75%	-	-	-	*	*	*	64%	75%	60%	*
	2021	44%	68%	<b>63%</b>	*	*	67%	-	-	-	-	*	*	71%	58%	80%	*
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	61%	<b>58%</b>	*	29%	71%	-	-	-	*	*	-	75%	50%	50%	*
	2021	24%	35%	<b>25%</b>	*	*	37%	*	*	-	-	*	*	20%	26%	33%	*
Reading and Mathematics Including EOC	2022	31%	61%	<b>58%</b>	*	29%	71%	-	-	-	*	*	-	75%	50%	50%	*
	2021	24%	35%	<b>25%</b>	*	*	37%	*	*	-	-	*	*	20%	26%	33%	*
Reading Including EOC	2022	43%	72%	<b>71%</b>	*	57%	79%	-	-	-	*	*	-	75%	69%	88%	*
	2021	32%	45%	<b>36%</b>	*	*	47%	*	*	-	-	*	*	20%	39%	42%	*
Math Including EOC	2022	40%	72%	<b>63%</b>	*	43%	71%	-	-	-	*	*	-	88%	50%	50%	*
	2021	36%	51%	<b>39%</b>	*	*	47%	*	*	-	-	*	*	40%	39%	42%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	51%	<b>42%</b>	*	71%	32%	*	*	-	-	*	*	50%	38%	47%	*
	2021	26%	61%	<b>26%</b>	*	40%	18%	-	*	-	-	*	-	38%	18%	18%	*
Reading and Mathematics Including EOC	2022	33%	51%	<b>42%</b>	*	71%	32%	*	*	-	-	*	*	50%	38%	47%	*
	2021	27%	61%	<b>26%</b>	*	40%	18%	-	*	-	-	*	-	38%	18%	18%	*
Reading Including EOC	2022	56%	78%	<b>74%</b>	*	86%	74%	*	*	-	-	*	*	90%	67%	67%	*
	2021	45%	79%	<b>63%</b>	*	80%	45%	-	*	-	-	*	-	63%	64%	45%	*
Math Including EOC	2022	37%	52%	<b>45%</b>	*	86%	32%	*	*	-	-	*	*	50%	43%	47%	*
	2021	32%	62%	<b>32%</b>	*	40%	27%	-	*	-	-	*	-	38%	27%	27%	*
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	36%	<b>36%</b>	*	*	43%	-	-	-	-	*	-	*	29%	*	-
	2021	21%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Reading and Mathematics Including EOC	2022	41%	73%	<b>62%</b>	*	67%	58%	-	*	-	-	*	-	80%	45%	71%	*
	2021	33%	69%	<b>69%</b>	*	33%	88%	*	*	-	-	*	-	62%	75%	64%	*
Reading Including EOC	2022	58%	87%	<b>90%</b>	*	83%	92%	-	*	-	-	*	-	100%	82%	100%	*
	2021	47%	78%	<b>72%</b>	*	50%	88%	*	*	-	-	*	-	69%	75%	71%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	79%	<b>67%</b>	*	67%	67%	-	*	-	-	*	-	80%	55%	71%	*
	2021	43%	79%	<b>79%</b>	*	50%	88%	*	*	-	-	*	-	77%	81%	79%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	55%	<b>50%</b>	30%	48%	50%	*	*	-	70%	21%	*	60%	44%	40%	50%
	2021	26%	43%	<b>26%</b>	17%	12%	29%	*	*	-	40%	25%	20%	29%	24%	21%	38%
Reading and Mathematics Including EOC	2022	36%	58%	<b>53%</b>	36%	53%	52%	*	*	-	70%	25%	*	63%	46%	43%	62%
	2021	28%	48%	<b>36%</b>	22%	17%	40%	*	67%	-	40%	27%	20%	37%	35%	32%	42%
Reading Including EOC	2022	53%	76%	<b>73%</b>	55%	71%	75%	*	*	-	70%	45%	*	83%	67%	63%	69%
	2021	41%	65%	<b>56%</b>	33%	35%	62%	*	83%	-	60%	36%	60%	57%	55%	49%	42%
Math Including EOC	2022	43%	63%	<b>56%</b>	36%	62%	54%	*	*	-	70%	25%	*	67%	49%	46%	77%
	2021	37%	57%	<b>48%</b>	44%	35%	51%	*	67%	-	40%	45%	40%	52%	45%	47%	67%

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

- Indicates there are no students in the group.

Texas Education Agency  
2021-22 Progress (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	78	<b>57</b>	-	*	54	-	-	-	*	*	*	80	45	50	-
	2019	61	51	<b>34</b>	50	21	38	*	-	-	*	*	*	-	34	27	*
Grade 4 Mathematics	2022	74	87	<b>70</b>	-	*	71	-	-	-	*	*	*	100	55	40	-
	2019	65	37	<b>26</b>	10	29	26	*	-	-	*	*	*	-	26	23	*
Grade 5 ELA/Reading	2022	87	93	<b>93</b>	*	*	91	-	-	-	*	*	*	95	89	88	*
	2019	81	83	<b>75</b>	*	80	68	-	*	-	*	*	*	*	74	100	*
Grade 5 Mathematics	2022	79	78	<b>74</b>	*	80	73	-	-	-	*	*	*	86	60	50	*
	2019	83	86	<b>88</b>	*	100	82	-	*	-	-	*	*	*	88	90	*
Grade 6 ELA/Reading	2022	61	79	<b>83</b>	*	83	85	-	-	-	-	*	-	88	79	80	*
	2019	42	61	<b>58</b>	*	57	58	-	*	-	-	*	*	92	50	45	*
Grade 6 Mathematics	2022	61	68	<b>55</b>	*	43	65	-	-	-	-	*	-	69	46	25	*
	2019	54	72	<b>58</b>	*	57	61	-	*	-	-	*	*	58	58	50	*
Grade 7 ELA/Reading	2022	88	93	<b>96</b>	*	*	94	*	*	-	-	*	*	100	94	96	*
	2019	77	89	<b>93</b>	*	100	94	*	*	-	*	*	*	100	88	*	*
Grade 7 Mathematics	2022	60	67	<b>69</b>	*	*	67	*	*	-	-	*	*	70	68	69	*
	2019	62	69	<b>64</b>	*	67	59	*	*	-	*	*	*	63	66	*	*
Grade 8 ELA/Reading	2022	83	89	<b>81</b>	*	67	89	-	*	-	-	*	-	90	69	79	*
	2019	77	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2022	74	83	<b>83</b>	*	*	80	-	-	-	-	*	-	*	100	*	-
	2019	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II	2022	71	86	<b>94</b>	-	90	100	-	*	-	*	*	-	96	90	*	-
	2019	69	73	<b>67</b>	-	45	78	*	*	-	-	*	-	62	77	58	50
End of Course Algebra I	2022	67	88	<b>86</b>	*	*	80	-	*	-	-	*	-	100	70	*	*
	2019	75	90	<b>92</b>	*	-	*	-	*	-	-	-	-	*	90	*	-
All Grades Both Subjects	2022	74	82	<b>78</b>	75	75	78	*	92	-	88	70	67	88	71	71	88
	2019	69	71	<b>62</b>	55	58	63	40	95	-	50	67	50	73	58	49	67
All Grades ELA/Reading	2022	78	87	<b>86</b>	86	83	86	*	*	-	93	79	*	93	79	84	100
	2019	68	71	<b>64</b>	63	57	68	*	92	-	*	68	50	77	59	51	65
All Grades Mathematics	2022	69	77	<b>70</b>	64	67	70	*	*	-	83	59	*	81	63	59	77
	2019	70	69	<b>58</b>	47	60	57	*	100	-	*	65	50	65	57	47	69

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	91%	<b>89%</b>	-	-	-	-	-	-	83%	82%	*	100%	-	89%	85%	100%
	2021	67%	86%	<b>84%</b>	-	-	-	-	-	-	62%	62%	-	-	-	84%	62%	96%
At Meets Grade Level or Above	2022	48%	72%	<b>70%</b>	-	-	-	-	-	-	48%	41%	*	80%	-	70%	52%	90%
	2021	41%	65%	<b>58%</b>	-	-	-	-	-	-	14%	14%	-	-	-	60%	14%	74%
At Masters Grade Level	2022	23%	42%	<b>37%</b>	-	-	-	-	-	-	22%	18%	*	40%	-	38%	22%	38%
	2021	18%	36%	<b>34%</b>	-	-	-	-	-	-	5%	5%	-	-	-	34%	5%	52%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	93%	<b>91%</b>	-	-	-	-	-	-	78%	71%	-	*	-	91%	80%	100%
	2021	68%	88%	<b>86%</b>	-	-	-	-	-	-	57%	57%	-	-	-	87%	57%	100%
At Meets Grade Level or Above	2022	53%	79%	<b>77%</b>	-	-	-	-	-	-	56%	43%	-	*	-	77%	60%	100%
	2021	45%	70%	<b>63%</b>	-	-	-	-	-	-	0%	0%	-	-	-	65%	0%	86%
At Masters Grade Level	2022	25%	49%	<b>44%</b>	-	-	-	-	-	-	33%	29%	-	*	-	45%	30%	38%
	2021	18%	37%	<b>34%</b>	-	-	-	-	-	-	0%	0%	-	-	-	34%	0%	57%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	86%	<b>81%</b>	-	-	-	-	-	-	89%	100%	*	*	-	80%	90%	100%
	2021	66%	82%	<b>81%</b>	-	-	-	-	-	-	100%	100%	-	-	-	79%	100%	100%
At Meets Grade Level or Above	2022	42%	63%	<b>57%</b>	-	-	-	-	-	-	56%	57%	*	*	-	56%	60%	100%
	2021	37%	58%	<b>49%</b>	-	-	-	-	-	-	33%	33%	-	-	-	47%	33%	100%
At Masters Grade Level	2022	20%	32%	<b>23%</b>	-	-	-	-	-	-	22%	14%	*	*	-	22%	30%	40%
	2021	18%	32%	<b>26%</b>	-	-	-	-	-	-	0%	0%	-	-	-	24%	0%	83%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	96%	<b>96%</b>	-	-	-	-	-	-	*	*	-	*	-	97%	80%	*
	2021	71%	91%	<b>91%</b>	-	-	-	-	-	-	*	*	-	-	-	92%	*	100%
At Meets Grade Level or Above	2022	47%	72%	<b>71%</b>	-	-	-	-	-	-	*	*	-	*	-	74%	40%	*
	2021	44%	72%	<b>75%</b>	-	-	-	-	-	-	*	*	-	-	-	79%	*	80%
At Masters Grade Level	2022	21%	37%	<b>39%</b>	-	-	-	-	-	-	*	*	-	*	-	43%	0%	*
	2021	20%	47%	<b>49%</b>	-	-	-	-	-	-	*	*	-	-	-	51%	*	60%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	98%	<b>100%</b>	-	-	-	-	-	-	*	-	-	*	-	100%	*	*
	2021	73%	91%	<b>87%</b>	-	-	-	-	-	-	*	*	-	-	-	93%	*	*

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	81%	<b>86%</b>	-	-	-	-	-	-	*	-	-	*	-	92%	*	*
	2021	49%	70%	<b>66%</b>	-	-	-	-	-	-	*	*	-	-	-	73%	*	*
At Masters Grade Level	2022	30%	54%	<b>61%</b>	-	-	-	-	-	-	*	-	-	*	-	66%	*	*
	2021	29%	46%	<b>51%</b>	-	-	-	-	-	-	*	*	-	-	-	56%	*	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	82%	<b>78%</b>	-	-	-	-	-	-	79%	79%	-	-	-	77%	82%	100%
	2019	69%	71%	<b>62%</b>	-	-	-	-	-	-	50%	50%	-	-	*		58%	
All Grades ELA/Reading	2022	78%	87%	<b>86%</b>	-	-	-	-	-	-	100%	100%	-	-	-	84%	100%	100%
	2019	68%	71%	<b>64%</b>	-	-	-	-	-	-	50%	50%	-	-	*		57%	
All Grades Mathematics	2022	69%	77%	<b>70%</b>	-	-	-	-	-	-	64%	64%	-	-	-	69%	69%	*
	2019	70%	69%	<b>58%</b>	-	-	-	-	-	-	50%	50%	-	-	*		58%	

\* 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.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	* 100%	-	100%	97%	100%	100%	99%	99%	100%	
Included in Accountability	93%	96%	<b>96%</b>	97%	97%	94%	* 100%	-	100%	94%	100%	98%	94%	94%	93%	
Not Included in Accountability: Mobile	5%	4%	<b>3%</b>	3%	0%	5%	* 0%	-	0%	3%	0%	1%	5%	4%	0%	
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	3%	0%	* 0%	-	0%	0%	0%	1%	0%	1%	7%	
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	* 0%	-	0%	3%	0%	0%	1%	1%	0%	
Absent	1%	0%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	1%	0%	
Other	0%	0%	<b>0%</b>	0%	0%	1%	* 0%	-	0%	3%	0%	0%	1%	0%	0%	
<b>Reading</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	98%	* 100%	-	100%	97%	* 100%	98%	99%	100%		
Included in Accountability	92%	95%	<b>94%</b>	94%	94%	93%	* 100%	-	100%	93%	* 96%	92%	93%	84%		
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	6%	0%	5%	* 0%	-	0%	3%	* 1%	6%	4%	0%		
Not Included in Accountability: Other Exclusions	2%	1%	<b>1%</b>	0%	6%	0%	* 0%	-	0%	0%	* 3%	0%	2%	16%		
Not Tested	1%	0%	<b>1%</b>	0%	0%	2%	* 0%	-	0%	3%	* 0%	2%	1%	0%		
Absent	1%	0%	<b>0%</b>	0%	0%	1%	* 0%	-	0%	0%	* 0%	1%	1%	0%		
Other	0%	0%	<b>0%</b>	0%	0%	1%	* 0%	-	0%	3%	* 0%	1%	0%	0%		
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	* 100%	-	100%	96%	* 100%	99%	100%	100%		
Included in Accountability	93%	96%	<b>96%</b>	100%	100%	93%	* 100%	-	100%	92%	* 99%	93%	96%	100%		
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	0%	0%	6%	* 0%	-	0%	4%	* 1%	6%	4%	0%		
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	* 0%	0%	0%	0%		
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	* 0%	-	0%	4%	* 0%	1%	0%	0%		
Absent	1%	0%	<b>0%</b>	0%	0%	0%	* 0%	-	0%	0%	* 0%	0%	0%	0%		
Other	0%	0%	<b>1%</b>	0%	0%	1%	* 0%	-	0%	4%	* 0%	1%	0%	0%		
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	100%	100%	100%	* *	-	*	100%	* 100%	100%	100%	100%		
Included in Accountability	93%	97%	<b>99%</b>	100%	100%	97%	* *	-	*	100%	* 100%	97%	97%	100%		
Not Included in Accountability: Mobile	4%	3%	<b>1%</b>	0%	0%	3%	* *	-	*	0%	* 0%	3%	3%	0%		
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	* *	-	*	0%	* 0%	0%	0%	0%		
Not Tested	2%	0%	<b>0%</b>	0%	0%	0%	* *	-	*	0%	* 0%	0%	0%	0%		



Texas Education Agency  
2021-22 STAAR Participation (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	98%	98%	*	100%	96%	-	*	-	*	100%	-	100%	95%	91%	*
Not Included in Accountability: Mobile	4%	2%	2%	*	0%	4%	-	*	-	*	0%	-	0%	5%	9%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	2%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	97%	100%	-	*	100%	-	*	-	-	-	-	100%	*	100%	*
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	98%	99%	100%	98%	99%	100%	100%	-	100%	100%	100%	98%	100%	99%	100%
Included in Accountability	83%	92%	92%	93%	90%	91%	100%	100%	-	100%	100%	100%	93%	91%	93%	95%
Not Included in Accountability: Mobile	3%	6%	7%	7%	6%	8%	0%	0%	-	0%	0%	0%	5%	9%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	-	0%	0%	0%	1%	0%	1%	5%
Not Tested	12%	2%	1%	0%	2%	1%	0%	0%	-	0%	0%	0%	2%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	2%	1%	0%	2%	1%	0%	0%	-	0%	0%	0%	2%	0%	1%	0%
<b>Reading</b>																
Assessment Participant	89%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	93%	92%	90%	88%	92%	*	100%	-	100%	100%	100%	92%	92%	93%	87%
Not Included in Accountability: Mobile	3%	6%	7%	10%	6%	8%	*	0%	-	0%	0%	0%	5%	8%	6%	0%
Not Included in Accountability: Other Exclusions	3%	0%	1%	0%	6%	0%	*	0%	-	0%	0%	0%	3%	0%	1%	13%
Not Tested	11%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	88%	96%	97%	100%	93%	98%	*	100%	-	100%	100%	100%	94%	100%	98%	100%
Included in Accountability	84%	89%	89%	90%	85%	89%	*	100%	-	100%	100%	100%	88%	91%	92%	100%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	7%	8%	10%	7%	9%	*	0%	-	0%	0%	0%	6%	9%	6%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	4%	3%	0%	7%	2%	*	0%	-	0%	0%	0%	6%	0%	2%	0%
Absent	2%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	0%	7%	2%	*	0%	-	0%	0%	0%	6%	0%	2%	0%
<b>Science</b>																
Assessment Participant	87%	99%	100%	*	100%	100%	*	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	95%	96%	*	93%	96%	*	100%	-	*	100%	*	100%	92%	96%	100%
Not Included in Accountability: Mobile	3%	4%	4%	*	7%	4%	*	0%	-	*	0%	*	0%	8%	4%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	1%	0%	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Absent	2%	0%	0%	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
Other	10%	1%	0%	*	0%	0%	*	0%	-	*	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	87%	99%	100%	*	100%	100%	*	100%	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	84%	97%	96%	*	100%	93%	*	100%	-	-	100%	-	100%	93%	100%	100%
Not Included in Accountability: Mobile	3%	2%	4%	*	0%	7%	*	0%	-	-	0%	-	0%	7%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	*	0%	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	1%	0%	*	0%	0%	*	0%	-	-	0%	-	0%	0%	0%	0%
Absent	3%	0%	0%	*	0%	0%	*	0%	-	-	0%	-	0%	0%	0%	0%
Other	10%	1%	0%	*	0%	0%	*	0%	-	-	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	33%	33%	-	*	*	-	-	-	-	-	-	33%	-	*	-

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

- Indicates there are no students in the group.

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	97.7%	<b>97.8%</b>	97.8%	97.8%	97.8%	*	99.5%	-	98.0%	97.4%	97.0%	98.0%
2019-20	98.3%	98.5%	<b>98.5%</b>	98.7%	98.7%	98.4%	*	99.2%	-	99.3%	98.6%	98.4%	99.1%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	5.0%	<b>4.0%</b>	0.0%	4.4%	3.9%	*	0.0%	-	0.0%	9.4%	7.4%	0.0%
2019-20	6.7%	1.8%	<b>2.0%</b>	5.0%	0.0%	2.5%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
2019-20	0.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2019-20	1.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	97.9%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Continued HS	3.9%	2.1%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
Graduates and TxCHSE	90.3%	97.9%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
<b>Class of 2020</b>													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	97.9%	100.0%	-	*	*	-	*	-	-	-	*	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	0.0%	0.0%	-	*	*	-	*	-	-	-	*	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	4.4%	0.0%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	81.8%	89.1%	<b>94.7%</b>	-	-	94.1%	-	*	-	*	*	80.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	85.8%	89.1%	<b>94.7%</b>	-	-	94.1%	-	*	-	*	*	80.0%	-

Texas Education Agency  
2021-22 Graduation Profile (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	8	100.0%	46	358,842
<b>By Ethnicity:</b>				
African American	0	0.0%	5	44,018
Hispanic	3	37.5%	6	183,306
White	4	50.0%	31	103,898
American Indian	0	0.0%	0	1,195
Asian	1	12.5%	1	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	3	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	0	0.0%	0	56,281
Foundation H.S. Program (Endorsement)	0	0.0%	0	13,582
Foundation H.S. Program (DLA)	8	100.0%	46	287,316
Special Education Graduates	0	0.0%	3	31,028
Economically Disadvantaged Graduates	2	25.0%	18	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	32,809
At-Risk Graduates	1	12.5%	10	155,884
CTE Completers	8	100.0%	31	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	100.0%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	63.0%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	97.8%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	53.4%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	95.7%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	59.7%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	95.7%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	47.9%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	91.3%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	43.2%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	2.2%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	21.1%	0.0%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	2.1%	0.0%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	91.3%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	24.6%	96.4%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	4.0%	0.0%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	6.5%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
2019-20	18.7%	5.5%	<b>5.3%</b>	-	-	5.9%	-	*	-	*	*	0.0%	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

2021-22 College, Career, and Military Readiness (CCMR) (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	0.0%	-	*	*	-	*	-	-	-	*	-
2019-20	13.2%	0.0%	0.0%	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	0.0%	-	*	*	-	*	-	-	-	*	-
2019-20	0.7%	0.0%	0.0%	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	0.0%	0.0%	-	*	*	-	*	-	-	-	*	-
2019-20	2.4%	0.0%	0.0%	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	6.5%	0.0%	-	*	*	-	*	-	-	-	*	-
2019-20	3.7%	5.5%	5.3%	-	-	5.9%	-	*	-	*	*	0.0%	-



Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	91.3%	<b>100.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	30.1%	96.4%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
Mathematics	2020-21	19.4%	73.9%	<b>62.5%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	21.2%	90.9%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
Both Subjects	2020-21	14.4%	69.6%	<b>62.5%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	16.4%	89.1%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	7.3%	1.8%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
Mathematics	2020-21	10.3%	32.6%	<b>50.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	9.7%	10.9%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
Both Subjects	2020-21	4.9%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	4.2%	1.8%	<b>0.0%</b>	-	-	0.0%	-	*	-	*	*	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	1.1%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020	22.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	-
English Language Arts	2021	12.1%	1.1%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020	12.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	-
Mathematics	2021	6.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020	6.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	-
Science	2021	8.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020	9.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	-
Social Studies	2021	11.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020	12.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	*	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	*	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	26.1%	<b>25.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	76.7%	78.2%	<b>89.5%</b>	-	-	88.2%	-	*	-	*	*	80.0%	-
At/Above Criterion for All Examinees	2020-21	32.9%	58.3%	*	-	-	*	-	-	-	-	-	-	-
	2019-20	35.7%	74.4%	<b>94.1%</b>	-	-	93.3%	-	*	-	*	*	*	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1191	*	-	-	*	-	-	-	-	-	-	-
	2019-20	1019	1176	<b>1250</b>	-	-	1233	-	1510	-	1240	1230	1143	-
English Language Arts and Writing	2020-21	504	618	*	-	-	*	-	-	-	-	-	-	-
	2019-20	513	598	<b>632</b>	-	-	624	-	730	-	660	640	580	-
Mathematics	2020-21	498	573	*	-	-	*	-	-	-	-	-	-	-
	2019-20	506	577	<b>618</b>	-	-	609	-	780	-	580	590	563	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	*	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.2	25.4	<b>25.7</b>	-	-	24.8	-	31.0	-	25.0	-	22.3	-
English Language Arts	2020-21	19.6	*	-	-	-	-	-	-	-	-	-	-	-
	2019-20	19.9	26.1	<b>26.6</b>	-	-	25.0	-	32.0	-	29.0	-	23.3	-
Mathematics	2020-21	19.9	*	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.1	23.8	<b>24.0</b>	-	-	24.4	-	29.0	-	17.0	-	20.0	-
Science	2020-21	20.3	*	-	-	-	-	-	-	-	-	-	-	-
	2019-20	20.5	24.8	<b>24.4</b>	-	-	23.8	-	29.0	-	23.0	-	21.0	-

## 2021-22 Other Postsecondary Indicators (TAPR)

## UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	84.2%	<b>94.3%</b>	*	88.2%	97.6%	-	88.9%	-	*	*	87.5%	*
	2019-20	46.3%	83.4%	<b>83.6%</b>	*	73.3%	85.7%	-	85.7%	-	*	*	64.7%	*
English Language Arts	2020-21	16.3%	45.0%	<b>55.7%</b>	*	47.1%	59.5%	-	55.6%	-	*	*	37.5%	*
	2019-20	18.2%	54.6%	<b>56.3%</b>	*	40.0%	68.1%	-	14.3%	-	*	*	41.2%	*
Mathematics	2020-21	19.3%	38.0%	<b>40.6%</b>	*	23.5%	51.2%	-	33.3%	-	*	*	31.3%	*
	2019-20	20.7%	29.1%	<b>26.6%</b>	*	6.7%	35.0%	-	14.3%	-	*	*	18.8%	*
Science	2020-21	20.6%	11.6%	<b>5.8%</b>	*	0.0%	9.8%	-	0.0%	-	*	*	0.0%	*
	2019-20	22.4%	10.1%	<b>19.4%</b>	*	0.0%	25.0%	-	14.3%	-	*	*	20.0%	*
Social Studies	2020-21	22.8%	54.7%	<b>52.3%</b>	*	42.9%	53.7%	-	62.5%	-	*	*	42.9%	*
	2019-20	24.6%	51.4%	<b>59.1%</b>	*	40.0%	71.4%	-	28.6%	-	*	*	40.0%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	-	*	*	-	*	-	-	-	*	-
	2019-20	58.5%	100.0%	<b>100.0%</b>	-	-	100.0%	-	*	-	*	*	100.0%	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	69.1%	<b>78.9%</b>	-	-	76.5%	-	*	-	*	*	80.0%	-
	2018-19	52.6%	71.4%	<b>55.0%</b>	*	-	40.0%	-	-	-	*	66.7%	*	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
2021-22 Student Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	355	100.0%	853	5,402,928	355	100.0%	853	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	30	8.5%	5.9%	6.8%	30	8.5%	5.9%	6.8%
Grade 1	40	11.3%	9.6%	7.1%	40	11.3%	9.6%	7.1%
Grade 2	36	10.1%	8.9%	7.1%	36	10.1%	8.9%	7.1%
Grade 3	41	11.5%	9.7%	7.1%	41	11.5%	9.7%	7.1%
Grade 4	19	5.4%	7.4%	7.1%	19	5.4%	7.4%	7.1%
Grade 5	23	6.5%	7.6%	7.2%	23	6.5%	7.6%	7.2%
Grade 6	25	7.0%	8.7%	7.4%	25	7.0%	8.7%	7.4%
Grade 7	33	9.3%	9.4%	7.7%	33	9.3%	9.4%	7.7%
Grade 8	21	5.9%	7.6%	7.9%	21	5.9%	7.6%	7.8%
Grade 9	23	6.5%	6.6%	8.8%	23	6.5%	6.6%	8.8%
Grade 10	23	6.5%	6.8%	7.6%	23	6.5%	6.8%	7.5%
Grade 11	16	4.5%	6.2%	7.2%	16	4.5%	6.2%	7.2%
Grade 12	25	7.0%	5.6%	6.7%	25	7.0%	5.6%	6.7%
<b>Ethnic Distribution:</b>								
African American	27	7.6%	6.7%	12.8%	27	7.6%	6.7%	12.8%
Hispanic	75	21.1%	19.5%	52.8%	75	21.1%	19.5%	52.7%
White	220	62.0%	64.0%	26.3%	220	62.0%	64.0%	26.3%
American Indian	3	0.8%	0.6%	0.3%	3	0.8%	0.6%	0.3%
Asian	13	3.7%	4.1%	4.8%	13	3.7%	4.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	17	4.8%	5.0%	2.9%	17	4.8%	5.0%	2.9%
<b>Sex:</b>								
Female	156	43.9%	49.6%	48.9%	156	43.9%	49.6%	48.8%
Male	199	56.1%	50.4%	51.1%	199	56.1%	50.4%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	134	37.7%	33.5%	60.7%	134	37.7%	33.5%	60.6%
Non-Educationally Disadvantaged	221	62.3%	66.5%	39.3%	221	62.3%	66.5%	39.4%
Section 504 Students	43	12.1%	10.6%	7.4%	43	12.1%	10.6%	7.4%
EB Students/EL	14	3.9%	2.5%	21.7%	14	3.9%	2.5%	21.7%

Texas Education Agency  
2021-22 Student Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	24	6.8%	7.0%	5.0%	24	6.8%	7.0%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	4	1.1%	0.7%	1.1%	4	1.1%	0.7%	1.1%
Immigrant	0	0.0%	0.2%	2.0%	0	0.0%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	4	1.1%	28.7%	64.3%	4	1.1%	28.7%	64.3%
Military Connected	47	13.2%	12.8%	3.3%	47	13.2%	12.8%	3.3%
At-Risk	116	32.7%	30.9%	53.5%	116	32.7%	30.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	14	3.9%	2.5%	21.9%	14	3.9%	2.5%	21.8%
Career and Technical Education	137	38.6%	37.9%	25.8%				
Career and Technical Education (9-12 grades only)	84	96.6%	94.4%	71.0%				
Gifted and Talented Education	24	6.8%	7.6%	8.0%	24	6.8%	7.6%	8.0%
Special Education	43	12.1%	9.1%	11.6%	43	12.1%	9.1%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	43							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	14.0%	19.2%	43.0%				
Students with Physical Disabilities	20	46.5%	48.7%	20.8%				
Students with Autism	9	20.9%	19.2%	14.7%				
Students with Behavioral Disabilities	8	18.6%	12.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	68	20.9%	17.8%	13.6%				
By Ethnicity:								
African American	3	0.9%	1.2%	2.5%				
Hispanic	17	5.2%	3.8%	6.6%				
White	44	13.5%	11.8%	3.5%				
American Indian	1	0.3%	0.3%	0.1%				
Asian	2	0.6%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	25.0%	14.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	7.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	27	20.8%	17.8%	15.0%				

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	82	26.3%	22.3%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	3.6%	4.3%	1.9%	50.0%	50.0%	5.2%
Grade 1	13.6%	6.8%	2.9%	0.0%	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	4.8%	5.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	1.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.0%	1.7%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	0.0%	0.0%	10.5%	0.0%	0.0%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	15.0	16.5	18.7
Grade 1	20.0	20.4	18.7
Grade 2	18.0	19.0	18.6
Grade 3	20.5	20.7	18.7
Grade 4	19.0	20.8	18.8
Grade 5	23.0	21.9	20.2
Grade 6	25.0	24.8	19.2
<b>Secondary:</b>			
English/Language Arts	17.7	16.7	16.3
Foreign Languages	1.6	2.9	18.4
Mathematics	14.6	15.9	17.5

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Class Size Information	Campus	District	State
Science	19.5	18.8	18.5
Social Studies	15.8	14.7	19.1

Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	30.3	100.0%	100.0%	100.0%
Professional Staff:	27.5	90.9%	82.7%	64.1%
Teachers	25.0	82.5%	63.4%	49.3%
Professional Support	1.5	5.0%	11.5%	10.7%
Campus Administration (School Leadership)	1.0	3.3%	3.3%	2.9%
Educational Aides:	2.8	9.1%	7.4%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	2.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	3.0	9.8%	10.4%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	1.0	4.0%	3.5%	28.9%
White	22.8	91.1%	92.2%	56.4%
American Indian	0.0	0.0%	1.8%	0.3%
Asian	1.0	4.0%	1.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	0.9%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	4.0	16.0%	14.0%	24.1%
Females	21.0	84.0%	86.0%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	15.8	63.1%	46.8%	72.6%
Masters	9.2	36.9%	53.2%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	0.0%	7.9%
1-5 Years Experience	17.8	71.1%	46.8%	26.7%
6-10 Years Experience	1.0	4.0%	20.9%	20.6%
11-20 Years Experience	4.2	16.9%	27.0%	28.6%
21-30 Years Experience	2.0	8.0%	5.3%	13.2%



Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	14.2	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	4.0	6.3
Average Years Experience of Principals with District	1.0	3.0	5.4
Average Years Experience of Assistant Principals	0.0	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	0.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	6.1	8.3	11.1
Average Years Experience of Teachers with District:	2.3	3.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	-	\$51,054
1-5 Years Experience	\$45,098	\$45,916	\$54,577
6-10 Years Experience	\$48,240	\$50,791	\$57,746
11-20 Years Experience	\$52,723	\$55,479	\$61,377
21-30 Years Experience	\$60,360	\$60,320	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$47,735	\$50,277	\$58,887
Professional Support	\$56,692	\$57,427	\$69,505
Campus Administration (School Leadership)	\$72,724	\$76,079	\$84,990
Instructional Staff Percent:	n/a	78.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	2.0	7.9%	7.2%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.0	88.0%	88.3%	70.8%

Texas Education Agency  
2021-22 Staff Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT TYLER (212804001) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Program Information	----- Campus -----			
	Count	Percent	District	State
Special Education	1.0	4.0%	4.5%	9.6%
Other	0.0	0.0%	0.0%	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**Campus Name: UT TYLER UNIVERSITY ACADEMY AT LONGVIEW**

**Campus Number: 212804102**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	84%	<b>86%</b>	-	*	94%	-	*	-	*	*	*	82%	*	100%	-
	2021	67%	88%	<b>95%</b>	*	*	94%	-	-	-	*	*	*	100%	89%	*	-
At Meets Grade Level or Above	2022	51%	57%	<b>62%</b>	-	*	69%	-	*	-	*	*	*	59%	*	67%	-
	2021	39%	63%	<b>64%</b>	*	*	61%	-	-	-	*	*	*	62%	67%	*	-
At Masters Grade Level	2022	30%	40%	<b>48%</b>	-	*	50%	-	*	-	*	*	*	41%	*	50%	-
	2021	19%	39%	<b>41%</b>	*	*	44%	-	-	-	*	*	*	54%	22%	*	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	78%	<b>90%</b>	-	*	100%	-	*	-	*	*	*	88%	*	100%	-
	2021	62%	64%	<b>68%</b>	*	*	72%	-	-	-	*	*	*	69%	67%	*	-
At Meets Grade Level or Above	2022	43%	46%	<b>62%</b>	-	*	63%	-	*	-	*	*	*	65%	*	67%	-
	2021	31%	24%	<b>41%</b>	*	*	44%	-	-	-	*	*	*	46%	33%	*	-
At Masters Grade Level	2022	21%	22%	<b>38%</b>	-	*	38%	-	*	-	*	*	*	41%	*	67%	-
	2021	14%	17%	<b>27%</b>	*	*	33%	-	-	-	*	*	*	38%	11%	*	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	93%	<b>100%</b>	*	*	100%	-	-	-	*	*	*	100%	100%	100%	-
	2021	63%	84%	<b>89%</b>	*	*	92%	-	-	-	*	*	-	-	89%	67%	-
At Meets Grade Level or Above	2022	54%	75%	<b>85%</b>	*	*	80%	-	-	-	*	*	*	83%	88%	100%	-
	2021	36%	60%	<b>67%</b>	*	*	77%	-	-	-	*	*	-	-	67%	33%	-
At Masters Grade Level	2022	28%	44%	<b>55%</b>	*	*	67%	-	-	-	*	*	*	50%	63%	40%	-
	2021	17%	26%	<b>22%</b>	*	*	31%	-	-	-	*	*	-	-	22%	0%	-
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	84%	<b>95%</b>	*	*	100%	-	-	-	*	*	*	100%	88%	100%	-
	2021	59%	81%	<b>83%</b>	*	*	92%	-	-	-	*	*	-	-	83%	50%	-
At Meets Grade Level or Above	2022	43%	62%	<b>75%</b>	*	*	73%	-	-	-	*	*	*	75%	75%	100%	-
	2021	36%	53%	<b>67%</b>	*	*	85%	-	-	-	*	*	-	-	67%	50%	-
At Masters Grade Level	2022	23%	36%	<b>50%</b>	*	*	60%	-	-	-	*	*	*	50%	50%	20%	-
	2021	21%	26%	<b>39%</b>	*	*	54%	-	-	-	*	*	-	-	39%	17%	-
<b>Grade 5 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	95%	<b>100%</b>	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
	2021	73%	79%	<b>86%</b>	*	*	82%	-	*	-	*	*	-	100%	70%	88%	-
At Meets Grade Level or Above	2022	58%	90%	<b>95%</b>	*	100%	92%	-	-	-	*	*	-	89%	100%	80%	-
	2021	46%	68%	<b>82%</b>	*	*	76%	-	*	-	*	*	-	100%	60%	75%	-
At Masters Grade Level	2022	36%	54%	<b>52%</b>	*	40%	69%	-	-	-	*	*	-	33%	67%	40%	-
	2021	30%	52%	<b>68%</b>	*	*	65%	-	*	-	*	*	-	83%	50%	38%	-
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	94%	<b>100%</b>	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
	2021	70%	87%	<b>100%</b>	*	*	100%	-	*	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	48%	71%	<b>81%</b>	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
	2021	44%	68%	<b>91%</b>	*	*	88%	-	*	-	*	*	-	100%	80%	88%	-
At Masters Grade Level	2022	25%	38%	<b>48%</b>	*	40%	62%	-	-	-	*	*	-	44%	50%	20%	-
	2021	25%	39%	<b>59%</b>	*	*	65%	-	*	-	*	*	-	67%	50%	63%	-
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	92%	<b>86%</b>	*	80%	92%	-	-	-	*	*	-	89%	83%	80%	-
	2021	62%	82%	<b>91%</b>	*	*	88%	-	*	-	*	*	-	100%	80%	88%	-
At Meets Grade Level or Above	2022	38%	54%	<b>52%</b>	*	40%	62%	-	-	-	*	*	-	67%	42%	0%	-
	2021	31%	53%	<b>59%</b>	*	*	53%	-	*	-	*	*	-	67%	50%	38%	-
At Masters Grade Level	2022	18%	22%	<b>19%</b>	*	20%	23%	-	-	-	*	*	-	0%	33%	0%	-
	2021	13%	29%	<b>32%</b>	*	*	35%	-	*	-	*	*	-	33%	30%	13%	-
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	86%	<b>92%</b>	*	*	89%	-	*	-	*	*	*	100%	78%	100%	-
	2021	62%	80%	<b>95%</b>	*	-	100%	-	-	-	-	*	*	100%	88%	88%	-
At Meets Grade Level or Above	2022	43%	72%	<b>81%</b>	*	*	83%	-	*	-	*	*	*	88%	67%	100%	-
	2021	32%	45%	<b>73%</b>	*	-	76%	-	-	-	-	*	*	79%	63%	50%	-
At Masters Grade Level	2022	23%	52%	<b>65%</b>	*	*	61%	-	*	-	*	*	*	71%	56%	80%	-
	2021	15%	18%	<b>32%</b>	*	-	33%	-	-	-	-	*	*	36%	25%	13%	-
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	91%	<b>100%</b>	*	*	100%	-	*	-	*	*	*	100%	100%	100%	-
	2021	68%	77%	<b>91%</b>	*	-	95%	-	-	-	-	*	*	93%	88%	88%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	72%	<b>92%</b>	*	*	89%	-	*	-	*	*	*	88%	100%	80%	-
	2021	36%	51%	<b>86%</b>	*	-	90%	-	-	-	-	*	*	86%	88%	75%	-
At Masters Grade Level	2022	16%	32%	<b>58%</b>	*	*	56%	-	*	-	*	*	*	53%	67%	60%	-
	2021	15%	21%	<b>45%</b>	*	-	48%	-	-	-	-	*	*	57%	25%	25%	-
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	95%	<b>100%</b>	*	*	100%	-	-	-	-	*	-	100%	100%	*	-
	2021	69%	92%	<b>100%</b>	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	56%	78%	<b>96%</b>	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
	2021	45%	79%	<b>96%</b>	*	100%	91%	-	*	-	*	*	-	100%	92%	100%	-
At Masters Grade Level	2022	37%	58%	<b>61%</b>	*	*	62%	-	-	-	-	*	-	64%	58%	*	-
	2021	25%	51%	<b>70%</b>	*	67%	73%	-	*	-	*	*	-	80%	62%	60%	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	78%	<b>96%</b>	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
	2021	55%	85%	<b>96%</b>	*	83%	100%	-	*	-	*	*	-	90%	100%	80%	-
At Meets Grade Level or Above	2022	31%	52%	<b>83%</b>	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
	2021	27%	62%	<b>83%</b>	*	83%	91%	-	*	-	*	*	-	80%	85%	60%	-
At Masters Grade Level	2022	13%	27%	<b>57%</b>	*	*	62%	-	-	-	-	*	-	64%	50%	*	-
	2021	12%	33%	<b>57%</b>	*	83%	45%	-	*	-	*	*	-	30%	77%	40%	-
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	98%	<b>96%</b>	*	100%	92%	-	*	-	*	*	*	93%	100%	100%	-
	2021	73%	94%	<b>100%</b>	-	*	100%	-	-	-	-	*	-	100%	100%	*	-
At Meets Grade Level or Above	2022	58%	87%	<b>87%</b>	*	100%	75%	-	*	-	*	*	*	86%	89%	83%	-
	2021	46%	78%	<b>91%</b>	-	*	90%	-	-	-	-	*	-	93%	89%	*	-
At Masters Grade Level	2022	37%	69%	<b>83%</b>	*	100%	75%	-	*	-	*	*	*	79%	89%	83%	-
	2021	21%	50%	<b>70%</b>	-	*	65%	-	-	-	-	*	-	64%	78%	*	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	97%	<b>100%</b>	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	-
	2021	68%	94%	<b>100%</b>	-	*	100%	-	-	-	-	*	-	100%	100%	*	-
At Meets Grade Level or Above	2022	45%	76%	<b>87%</b>	*	83%	83%	-	*	-	*	*	*	93%	78%	83%	-
	2021	43%	70%	<b>78%</b>	-	*	80%	-	-	-	-	*	-	64%	100%	*	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	24%	40%	<b>57%</b>	*	67%	50%	-	*	-	*	*	*	64%	44%	33%	-
	2021	24%	46%	<b>61%</b>	-	*	60%	-	-	-	-	*	-	57%	67%	*	-
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	95%	<b>91%</b>	*	83%	92%	-	*	-	*	*	*	86%	100%	67%	-
	2021	57%	87%	<b>87%</b>	-	*	85%	-	-	-	-	*	-	86%	89%	*	-
At Meets Grade Level or Above	2022	31%	71%	<b>74%</b>	*	83%	67%	-	*	-	*	*	*	64%	89%	50%	-
	2021	28%	51%	<b>57%</b>	-	*	60%	-	-	-	-	*	-	50%	67%	*	-
At Masters Grade Level	2022	18%	40%	<b>57%</b>	*	67%	58%	-	*	-	*	*	*	50%	67%	17%	-
	2021	14%	22%	<b>17%</b>	-	*	20%	-	-	-	-	*	-	21%	11%	*	-
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	95%	<b>96%</b>	-	80%	100%	-	-	-	-	*	-	100%	89%	*	*
	2021	67%	93%	<b>85%</b>	*	*	75%	-	*	-	*	-	-	75%	100%	*	-
At Meets Grade Level or Above	2022	47%	86%	<b>81%</b>	-	80%	81%	-	-	-	-	*	-	82%	78%	*	*
	2021	50%	91%	<b>85%</b>	*	*	75%	-	*	-	*	-	-	75%	100%	*	-
At Masters Grade Level	2022	11%	44%	<b>58%</b>	-	80%	52%	-	-	-	-	*	-	59%	56%	*	*
	2021	12%	25%	<b>15%</b>	*	*	8%	-	*	-	*	-	-	8%	25%	*	-
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	98%	<b>96%</b>	*	*	94%	-	*	-	*	*	-	100%	89%	*	-
	2021	71%	100%	*	*	*	*	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2022	55%	93%	<b>84%</b>	*	*	76%	-	*	-	*	*	-	81%	89%	*	-
	2021	57%	92%	*	*	*	*	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2022	9%	29%	<b>24%</b>	*	*	29%	-	*	-	*	*	-	25%	22%	*	-
	2021	11%	23%	*	*	*	*	-	-	-	-	-	-	-	*	*	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	95%	<b>96%</b>	*	86%	100%	-	*	-	*	*	*	100%	91%	100%	*
	2021	73%	97%	<b>96%</b>	-	*	95%	-	-	-	-	*	-	100%	90%	*	-
At Meets Grade Level or Above	2022	43%	81%	<b>77%</b>	*	71%	79%	-	*	-	*	*	*	73%	82%	67%	*
	2021	41%	81%	<b>83%</b>	-	*	81%	-	-	-	-	*	-	86%	80%	*	-



Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	27%	66%	<b>69%</b>	*	71%	71%	-	*	-	*	*	*	67%	73%	50%	*
	2021	23%	57%	<b>67%</b>	-	*	62%	-	-	-	-	*	-	71%	60%	*	-
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
	2021	82%	98%	<b>95%</b>	*	*	93%	-	*	-	*	*	-	100%	90%	*	-
At Meets Grade Level or Above	2022	55%	86%	<b>88%</b>	-	80%	90%	-	-	-	-	*	-	93%	82%	*	*
	2021	55%	95%	<b>95%</b>	*	*	93%	-	*	-	*	*	-	100%	90%	*	-
At Masters Grade Level	2022	21%	48%	<b>60%</b>	-	40%	65%	-	-	-	-	*	-	57%	64%	*	*
	2021	22%	67%	<b>77%</b>	*	*	71%	-	*	-	*	*	-	75%	80%	*	-
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	100%	<b>100%</b>	*	100%	100%	-	*	-	*	*	-	100%	100%	*	-
	2021	88%	97%	<b>100%</b>	*	100%	100%	-	-	*	-	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	68%	92%	<b>89%</b>	*	80%	88%	-	*	-	*	*	-	88%	92%	*	-
	2021	69%	91%	<b>100%</b>	*	100%	100%	-	-	*	-	*	-	100%	100%	100%	-
At Masters Grade Level	2022	42%	67%	<b>61%</b>	*	80%	41%	-	*	-	*	*	-	56%	67%	*	-
	2021	43%	72%	<b>65%</b>	*	100%	44%	-	-	*	-	*	-	70%	57%	38%	-
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	92%	<b>100%</b>	-	*	100%	-	-	-	*	*	-	100%	*	*	-
	2021	95%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	71%	<b>80%</b>	-	*	75%	-	-	-	*	*	-	67%	*	*	-
	2021	69%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	8%	<b>0%</b>	-	*	0%	-	-	-	*	*	-	0%	*	*	-
	2021	14%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	91%	<b>96%</b>	88%	90%	98%	-	100%	-	100%	76%	100%	97%	95%	97%	60%
	2021	67%	86%	<b>92%</b>	77%	96%	92%	-	100%	*	95%	91%	*	95%	90%	86%	-
At Meets Grade Level or Above	2022	48%	72%	<b>81%</b>	75%	79%	81%	-	91%	-	89%	48%	100%	81%	82%	78%	40%
	2021	41%	65%	<b>76%</b>	62%	79%	76%	-	100%	*	76%	60%	*	80%	73%	66%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	23%	42%	<b>53%</b>	42%	54%	54%	-	73%	-	41%	24%	90%	51%	56%	44%	20%
	2021	18%	36%	<b>46%</b>	35%	53%	46%	-	63%	*	43%	29%	*	52%	41%	29%	-
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	93%	<b>96%</b>	100%	90%	96%	-	*	-	100%	64%	*	96%	94%	100%	*
	2021	68%	88%	<b>93%</b>	80%	100%	93%	-	*	-	100%	91%	*	96%	91%	87%	-
At Meets Grade Level or Above	2022	53%	79%	<b>84%</b>	89%	86%	83%	-	*	-	90%	29%	*	82%	86%	89%	*
	2021	45%	70%	<b>80%</b>	70%	89%	78%	-	*	-	100%	55%	*	84%	77%	71%	-
At Masters Grade Level	2022	25%	49%	<b>56%</b>	33%	59%	57%	-	*	-	50%	7%	*	53%	60%	55%	*
	2021	18%	37%	<b>46%</b>	30%	42%	46%	-	*	-	63%	27%	*	53%	38%	26%	-
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	86%	<b>97%</b>	75%	86%	100%	-	*	-	100%	83%	*	98%	95%	100%	*
	2021	66%	82%	<b>89%</b>	50%	86%	92%	-	*	-	100%	100%	*	90%	88%	82%	-
At Meets Grade Level or Above	2022	42%	63%	<b>79%</b>	63%	77%	79%	-	*	-	89%	58%	*	77%	82%	78%	*
	2021	37%	58%	<b>76%</b>	38%	71%	79%	-	*	-	67%	82%	*	79%	72%	70%	-
At Masters Grade Level	2022	20%	32%	<b>50%</b>	38%	45%	53%	-	*	-	33%	25%	*	49%	52%	47%	*
	2021	18%	32%	<b>50%</b>	38%	64%	51%	-	*	-	0%	45%	*	54%	46%	36%	-
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	96%	<b>96%</b>	*	94%	98%	-	*	-	*	80%	*	97%	94%	93%	*
	2021	71%	91%	<b>96%</b>	*	100%	94%	-	*	-	*	83%	-	100%	90%	94%	-
At Meets Grade Level or Above	2022	47%	72%	<b>77%</b>	*	69%	80%	-	*	-	*	60%	*	86%	66%	57%	*
	2021	44%	72%	<b>78%</b>	*	88%	75%	-	*	-	*	33%	-	76%	79%	56%	-
At Masters Grade Level	2022	21%	37%	<b>46%</b>	*	44%	49%	-	*	-	*	40%	*	46%	47%	21%	*
	2021	20%	47%	<b>57%</b>	*	63%	55%	-	*	-	*	33%	-	55%	59%	38%	-
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	98%	<b>96%</b>	*	91%	97%	-	*	-	100%	*	*	93%	100%	78%	-
	2021	73%	91%	<b>93%</b>	*	100%	90%	-	-	*	-	*	-	92%	94%	92%	-
At Meets Grade Level or Above	2022	50%	81%	<b>82%</b>	*	82%	79%	-	*	-	80%	*	*	77%	90%	67%	-
	2021	49%	70%	<b>75%</b>	*	75%	72%	-	-	*	-	*	-	71%	81%	75%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	30%	54%	<b>59%</b>	*	73%	48%	-	*	-	60%	*	*	53%	67%	22%	-
	2021	29%	46%	<b>38%</b>	*	63%	28%	-	-	*	-	*	-	42%	31%	25%	-
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	42%	<b>52%</b>	-	*	56%	-	*	-	*	*	*	53%	*	67%	-
	2021	24%	22%	<b>41%</b>	*	*	44%	-	-	-	*	*	*	46%	33%	*	-
Reading and Mathematics Including EOC	2022	36%	42%	<b>52%</b>	-	*	56%	-	*	-	*	*	*	53%	*	67%	-
	2021	24%	22%	<b>41%</b>	*	*	44%	-	-	-	*	*	*	46%	33%	*	-
Reading Including EOC	2022	51%	57%	<b>62%</b>	-	*	69%	-	*	-	*	*	*	59%	*	67%	-
	2021	38%	63%	<b>64%</b>	*	*	61%	-	-	-	*	*	*	62%	67%	*	-
Math Including EOC	2022	43%	46%	<b>62%</b>	-	*	63%	-	*	-	*	*	*	65%	*	67%	-
	2021	31%	24%	<b>41%</b>	*	*	44%	-	-	-	*	*	*	46%	33%	*	-
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	60%	<b>70%</b>	*	*	67%	-	-	-	*	*	*	67%	75%	100%	-
	2021	26%	42%	<b>56%</b>	*	*	77%	-	-	-	*	*	-	-	56%	17%	-
Reading and Mathematics Including EOC	2022	36%	60%	<b>70%</b>	*	*	67%	-	-	-	*	*	*	67%	75%	100%	-
	2021	26%	42%	<b>56%</b>	*	*	77%	-	-	-	*	*	-	-	56%	17%	-
Reading Including EOC	2022	54%	75%	<b>85%</b>	*	*	80%	-	-	-	*	*	*	83%	88%	100%	-
	2021	36%	60%	<b>67%</b>	*	*	77%	-	-	-	*	*	-	-	67%	33%	-
Math Including EOC	2022	43%	62%	<b>75%</b>	*	*	73%	-	-	-	*	*	*	75%	75%	100%	-
	2021	36%	53%	<b>67%</b>	*	*	85%	-	-	-	*	*	-	-	67%	50%	-
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	70%	<b>81%</b>	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
	2021	34%	58%	<b>82%</b>	*	*	76%	-	*	-	*	*	-	100%	60%	75%	-
Reading and Mathematics Including EOC	2022	41%	70%	<b>81%</b>	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
	2021	34%	58%	<b>82%</b>	*	*	76%	-	*	-	*	*	-	100%	60%	75%	-
Reading Including EOC	2022	58%	90%	<b>95%</b>	*	100%	92%	-	-	-	*	*	-	89%	100%	80%	-
	2021	46%	68%	<b>82%</b>	*	*	76%	-	*	-	*	*	-	100%	60%	75%	-
Math Including EOC	2022	48%	71%	<b>81%</b>	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
	2021	44%	68%	<b>91%</b>	*	*	88%	-	*	-	*	*	-	100%	80%	88%	-
<b>6th Graders</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2022	31%	61%	<b>73%</b>	*	*	72%	-	*	-	*	*	*	76%	67%	80%	-
	2021	24%	35%	<b>64%</b>	*	-	67%	-	-	-	-	*	*	64%	63%	38%	-
Reading and Mathematics Including EOC	2022	31%	61%	<b>73%</b>	*	*	72%	-	*	-	*	*	*	76%	67%	80%	-
	2021	24%	35%	<b>64%</b>	*	-	67%	-	-	-	-	*	*	64%	63%	38%	-
Reading Including EOC	2022	43%	72%	<b>81%</b>	*	*	83%	-	*	-	*	*	*	88%	67%	100%	-
	2021	32%	45%	<b>73%</b>	*	-	76%	-	-	-	-	*	*	79%	63%	50%	-
Math Including EOC	2022	40%	72%	<b>92%</b>	*	*	89%	-	*	-	*	*	*	88%	100%	80%	-
	2021	36%	51%	<b>86%</b>	*	-	90%	-	-	-	-	*	*	86%	88%	75%	-
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	51%	<b>83%</b>	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
	2021	26%	61%	<b>83%</b>	*	83%	91%	-	*	-	*	*	-	80%	85%	60%	-
Reading and Mathematics Including EOC	2022	33%	51%	<b>83%</b>	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
	2021	27%	61%	<b>83%</b>	*	83%	91%	-	*	-	*	*	-	80%	85%	60%	-
Reading Including EOC	2022	56%	78%	<b>96%</b>	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
	2021	45%	79%	<b>96%</b>	*	100%	91%	-	*	-	*	*	-	100%	92%	100%	-
Math Including EOC	2022	37%	52%	<b>83%</b>	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
	2021	32%	62%	<b>83%</b>	*	83%	91%	-	*	-	*	*	-	80%	85%	60%	-
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2022	41%	73%	<b>78%</b>	*	83%	75%	-	*	-	*	*	*	71%	89%	67%	-
	2021	33%	69%	<b>74%</b>	-	*	70%	-	-	-	-	*	-	79%	67%	*	-
Reading Including EOC	2022	58%	87%	<b>87%</b>	*	100%	75%	-	*	-	*	*	*	86%	89%	83%	-
	2021	47%	78%	<b>91%</b>	-	*	90%	-	-	-	-	*	-	93%	89%	*	-
Math Including EOC	2022	48%	79%	<b>83%</b>	*	83%	83%	-	*	-	*	*	*	79%	89%	67%	-
	2021	43%	79%	<b>83%</b>	-	*	80%	-	-	-	-	*	-	86%	78%	*	-
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	55%	<b>72%</b>	50%	71%	73%	-	*	-	83%	20%	*	71%	73%	80%	-
	2021	26%	43%	<b>65%</b>	38%	55%	69%	-	*	-	67%	67%	*	71%	60%	45%	-
Reading and Mathematics Including EOC	2022	36%	58%	<b>73%</b>	63%	75%	74%	-	*	-	75%	27%	*	71%	76%	77%	-
	2021	28%	48%	<b>67%</b>	38%	64%	69%	-	*	-	67%	55%	*	73%	61%	52%	-
Reading Including EOC	2022	53%	76%	<b>84%</b>	88%	85%	84%	-	*	-	88%	36%	*	83%	87%	87%	-
	2021	41%	65%	<b>79%</b>	63%	86%	78%	-	*	-	100%	55%	*	86%	73%	70%	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	43%	63%	<b>80%</b>	63%	80%	80%	-	*	-	88%	64%	*	79%	81%	77%	-
	2021	37%	57%	<b>75%</b>	38%	71%	79%	-	*	-	67%	82%	*	79%	72%	70%	-

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

- Indicates there are no students in the group.

Texas Education Agency  
2021-22 Progress (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	78	<b>89</b>	*	*	90	-	-	-	*	*	*	91	88	90	-
	2019	61	51	<b>85</b>	*	*	85	-	-	-	-	*	-	-	85	50	-
Grade 4 Mathematics	2022	74	87	<b>100</b>	*	*	100	-	-	-	*	*	*	100	100	100	-
	2019	65	37	<b>55</b>	*	*	56	-	-	-	-	*	-	-	55	40	-
Grade 5 ELA/Reading	2022	87	93	<b>94</b>	*	100	100	-	-	-	*	-	-	94	95	*	-
	2019	81	83	<b>95</b>	*	*	100	-	-	-	*	*	-	-	95	*	-
Grade 5 Mathematics	2022	79	78	<b>83</b>	*	80	82	-	-	-	*	-	-	75	90	*	-
	2019	83	86	<b>71</b>	*	*	82	-	-	-	*	*	-	-	71	*	-
Grade 6 ELA/Reading	2022	61	79	<b>73</b>	*	*	72	-	*	-	*	*	*	72	75	*	-
	2019	42	61	<b>59</b>	-	*	60	-	-	-	-	*	-	69	53	36	-
Grade 6 Mathematics	2022	61	68	<b>85</b>	*	*	78	-	*	-	*	*	*	78	100	*	-
	2019	54	72	<b>83</b>	-	*	86	-	-	-	-	*	-	100	73	86	-
Grade 7 ELA/Reading	2022	88	93	<b>96</b>	*	*	95	-	-	-	-	*	-	91	100	*	-
	2019	77	89	<b>83</b>	*	*	76	-	*	-	*	-	-	79	90	*	-
Grade 7 Mathematics	2022	60	67	<b>89</b>	*	*	88	-	-	-	-	*	-	86	92	*	-
	2019	62	69	<b>65</b>	*	*	65	-	*	-	*	-	-	68	60	*	-
Grade 8 ELA/Reading	2022	83	89	<b>87</b>	*	100	75	-	*	-	*	*	*	86	89	83	-
	2019	77	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II	2022	71	86	<b>87</b>	*	*	90	-	*	-	*	-	-	91	79	*	-
	2019	69	73	<b>80</b>	*	*	75	-	-	-	*	80	-	84	75	90	-
End of Course Algebra I	2022	67	88	<b>84</b>	*	79	88	-	*	-	*	*	*	82	86	83	*
	2019	75	90	<b>81</b>	-	*	83	*	*	-	*	*	-	90	77	90	-
All Grades Both Subjects	2022	74	82	<b>88</b>	96	89	87	-	100	-	75	79	83	85	91	89	*
	2019	69	71	<b>76</b>	83	69	76	*	*	-	75	83	-	80	74	71	-
All Grades ELA/Reading	2022	78	87	<b>87</b>	93	91	87	-	*	-	69	67	*	86	89	90	-
	2019	68	71	<b>80</b>	100	81	77	-	*	-	100	83	-	79	80	69	-
All Grades Mathematics	2022	69	77	<b>88</b>	100	87	88	-	*	-	83	92	*	84	93	87	*
	2019	70	69	<b>71</b>	*	55	74	*	*	-	50	83	-	81	67	73	-

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- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2022	74%	91%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
	2021	67%	86%	<b>92%</b>	-	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
At Meets Grade Level or Above	2022	48%	72%	<b>81%</b>	-	-	-	-	-	-	-	-	-	-	-	-	81%	*	*
	2021	41%	65%	<b>76%</b>	-	-	-	-	-	-	-	-	-	-	-	-	76%	-	-
At Masters Grade Level	2022	23%	42%	<b>53%</b>	-	-	-	-	-	-	-	-	-	-	-	-	53%	*	*
	2021	18%	36%	<b>46%</b>	-	-	-	-	-	-	-	-	-	-	-	-	46%	-	-
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2022	75%	93%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
	2021	68%	88%	<b>93%</b>	-	-	-	-	-	-	-	-	-	-	-	-	93%	-	-
At Meets Grade Level or Above	2022	53%	79%	<b>84%</b>	-	-	-	-	-	-	-	-	-	-	-	-	84%	*	*
	2021	45%	70%	<b>80%</b>	-	-	-	-	-	-	-	-	-	-	-	-	80%	-	-
At Masters Grade Level	2022	25%	49%	<b>56%</b>	-	-	-	-	-	-	-	-	-	-	-	-	56%	*	*
	2021	18%	37%	<b>46%</b>	-	-	-	-	-	-	-	-	-	-	-	-	46%	-	-
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2022	72%	86%	<b>97%</b>	-	-	-	-	-	-	-	-	-	-	-	-	97%	*	-
	2021	66%	82%	<b>89%</b>	-	-	-	-	-	-	-	-	-	-	-	-	89%	-	-
At Meets Grade Level or Above	2022	42%	63%	<b>79%</b>	-	-	-	-	-	-	-	-	-	-	-	-	79%	*	-
	2021	37%	58%	<b>76%</b>	-	-	-	-	-	-	-	-	-	-	-	-	76%	-	-
At Masters Grade Level	2022	20%	32%	<b>50%</b>	-	-	-	-	-	-	-	-	-	-	-	-	51%	*	-
	2021	18%	32%	<b>50%</b>	-	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2022	76%	96%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
	2021	71%	91%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	-	-
At Meets Grade Level or Above	2022	47%	72%	<b>77%</b>	-	-	-	-	-	-	-	-	-	-	-	-	78%	*	*
	2021	44%	72%	<b>78%</b>	-	-	-	-	-	-	-	-	-	-	-	-	78%	-	-
At Masters Grade Level	2022	21%	37%	<b>46%</b>	-	-	-	-	-	-	-	-	-	-	-	-	48%	*	*
	2021	20%	47%	<b>57%</b>	-	-	-	-	-	-	-	-	-	-	-	-	57%	-	-
<b>All Grades Social Studies</b>																			
At Approaches Grade Level or Above	2022	75%	98%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	-	-
	2021	73%	91%	<b>93%</b>	-	-	-	-	-	-	-	-	-	-	-	-	93%	-	-

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Meets Grade Level or Above	2022	50%	81%	<b>82%</b>	-	-	-	-	-	-	-	-	-	-	-	-	82%	-	-
	2021	49%	70%	<b>75%</b>	-	-	-	-	-	-	-	-	-	-	-	-	75%	-	-
At Masters Grade Level	2022	30%	54%	<b>59%</b>	-	-	-	-	-	-	-	-	-	-	-	-	59%	-	-
	2021	29%	46%	<b>38%</b>	-	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
<b>School Progress Domain - Academic Growth Score</b>																			
All Grades Both Subjects	2022	74%	82%	<b>88%</b>	-	-	-	-	-	-	-	-	-	-	-	-	88%	*	-
	2019	69%	71%	<b>76%</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78%	87%	<b>87%</b>	-	-	-	-	-	-	-	-	-	-	-	-	87%	-	-
	2019	68%	71%	<b>80%</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69%	77%	<b>88%</b>	-	-	-	-	-	-	-	-	-	-	-	-	89%	*	-
	2019	70%	69%	<b>71%</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\* 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.



Texas Education Agency  
2021-22 STAAR Participation (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	96%	<b>96%</b>	89%	93%	97%	-	100%	-	100%	92%	100%	97%	93%	97%	100%
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	11%	7%	3%	-	0%	-	0%	8%	0%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	92%	95%	<b>96%</b>	90%	94%	96%	-	*	-	100%	93%	*	98%	92%	97%	*
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	10%	6%	4%	-	*	-	0%	7%	*	2%	8%	3%	*
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	-	*	-	100%	100%	*	99%	100%	97%	*
Included in Accountability	93%	96%	<b>94%</b>	89%	92%	95%	-	*	-	100%	92%	*	97%	91%	94%	*
Not Included in Accountability: Mobile	5%	4%	<b>5%</b>	11%	8%	5%	-	*	-	0%	8%	*	2%	9%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	3%	*
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	<b>1%</b>	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	3%	*
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	97%	<b>97%</b>	80%	94%	100%	-	*	-	*	83%	*	97%	97%	100%	*
Not Included in Accountability: Mobile	4%	3%	<b>3%</b>	20%	6%	0%	-	*	-	*	17%	*	3%	3%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	-	*	-	100%	*	*	100%	100%	100%	-
Included in Accountability	94%	98%	98%	*	92%	100%	-	*	-	100%	*	*	97%	100%	100%	-
Not Included in Accountability: Mobile	4%	2%	2%	*	8%	0%	-	*	-	0%	*	*	3%	0%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	0%	*	*	0%	0%	0%	-
Not Tested	2%	0%	0%	*	0%	0%	-	*	-	0%	*	*	0%	0%	0%	-
Absent	1%	0%	0%	*	0%	0%	-	*	-	0%	*	*	0%	0%	0%	-
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	*	*	0%	0%	0%	-
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	97%	91%	-	*	89%	-	-	-	*	*	-	86%	*	*	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	98%	96%	90%	99%	96%	-	100%	*	95%	97%	*	95%	97%	92%	-
Included in Accountability	83%	92%	90%	90%	83%	92%	-	100%	*	95%	97%	*	87%	92%	84%	-
Not Included in Accountability: Mobile	3%	6%	6%	0%	16%	4%	-	0%	*	0%	0%	*	8%	5%	8%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	-
Not Tested	12%	2%	4%	10%	1%	4%	-	0%	*	5%	3%	*	5%	3%	8%	-
Absent	2%	0%	0%	3%	0%	0%	-	0%	*	0%	0%	*	0%	0%	1%	-
Other	10%	2%	4%	7%	1%	4%	-	0%	*	5%	3%	*	5%	3%	8%	-
<b>Reading</b>																
Assessment Participant	89%	99%	98%	91%	100%	98%	-	*	-	100%	100%	*	99%	96%	93%	-
Included in Accountability	83%	93%	91%	91%	83%	93%	-	*	-	100%	100%	*	90%	92%	84%	-
Not Included in Accountability: Mobile	3%	6%	7%	0%	17%	4%	-	*	-	0%	0%	*	8%	5%	9%	-
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	-
Not Tested	11%	1%	2%	9%	0%	2%	-	*	-	0%	0%	*	1%	4%	7%	-
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	-
Other	10%	1%	2%	9%	0%	2%	-	*	-	0%	0%	*	1%	4%	7%	-
<b>Mathematics</b>																
Assessment Participant	88%	96%	93%	89%	95%	93%	-	*	-	86%	92%	*	91%	95%	86%	-
Included in Accountability	84%	89%	86%	89%	74%	89%	-	*	-	86%	92%	*	82%	89%	77%	-

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	7%	7%	0%	21%	4%	-	*	-	0%	0%	*	9%	5%	9%	-
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	-
Not Tested	12%	4%	7%	11%	5%	7%	-	*	-	14%	8%	*	9%	5%	14%	-
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	-
Other	10%	4%	7%	11%	5%	7%	-	*	-	14%	8%	*	9%	5%	14%	-
<b>Science</b>																
Assessment Participant	87%	99%	97%	*	100%	96%	-	*	-	*	100%	-	95%	100%	94%	-
Included in Accountability	84%	95%	93%	*	89%	94%	-	*	-	*	100%	-	93%	94%	94%	-
Not Included in Accountability: Mobile	3%	4%	4%	*	11%	2%	-	*	-	*	0%	-	2%	6%	0%	-
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	-
Not Tested	13%	1%	3%	*	0%	4%	-	*	-	*	0%	-	5%	0%	6%	-
Absent	2%	0%	0%	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	-
Other	10%	1%	3%	*	0%	4%	-	*	-	*	0%	-	5%	0%	6%	-
<b>Social Studies</b>																
Assessment Participant	87%	99%	98%	*	100%	97%	-	-	*	-	*	-	96%	100%	100%	-
Included in Accountability	84%	97%	95%	*	100%	97%	-	-	*	-	*	-	96%	94%	100%	-
Not Included in Accountability: Mobile	3%	2%	2%	*	0%	0%	-	-	*	-	*	-	0%	6%	0%	-
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	*	-	*	-	0%	0%	0%	-
Not Tested	13%	1%	2%	*	0%	3%	-	-	*	-	*	-	4%	0%	0%	-
Absent	3%	0%	0%	*	0%	0%	-	-	*	-	*	-	0%	0%	0%	-
Other	10%	1%	2%	*	0%	3%	-	-	*	-	*	-	4%	0%	0%	-
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	33%	0%	-	*	0%	-	-	-	*	*	-	0%	*	*	-

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

- Indicates there are no students in the group.

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	97.7%	<b>98.2%</b>	97.3%	98.4%	98.3%	*	*	*	97.5%	97.3%	97.8%	*
2019-20	98.3%	98.5%	<b>98.4%</b>	98.9%	98.5%	98.4%	*	*	*	98.2%	98.5%	98.0%	-
<b>Chronic Absenteeism</b>													
2020-21	15.0%	5.0%	<b>3.8%</b>	11.1%	2.4%	2.4%	*	0.0%	*	7.1%	4.2%	7.4%	*
2019-20	6.7%	1.8%	<b>2.4%</b>	0.0%	3.2%	2.2%	*	20.0%	*	0.0%	4.2%	4.3%	-
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	-
2019-20	1.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	97.9%	<b>95.0%</b>	*	*	93.3%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	3.9%	2.1%	<b>5.0%</b>	*	*	6.7%	-	-	-	*	*	0.0%	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	90.3%	97.9%	<b>95.0%</b>	*	*	93.3%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
<b>Class of 2020</b>													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	97.9%	95.0%	*	*	93.3%	-	-	-	*	*	100.0%	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	4.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
2019-20	81.8%	89.1%	<b>80.0%</b>	*	*	81.0%	-	-	-	*	*	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
2019-20	85.8%	89.1%	<b>80.0%</b>	*	*	81.0%	-	-	-	*	*	*	-

Texas Education Agency  
2021-22 Graduation Profile (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	19	100.0%	46	358,842
<b>By Ethnicity:</b>				
African American	1	5.3%	5	44,018
Hispanic	3	15.8%	6	183,306
White	14	73.7%	31	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	1	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	1	5.3%	3	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	0	0.0%	0	56,281
Foundation H.S. Program (Endorsement)	0	0.0%	0	13,582
Foundation H.S. Program (DLA)	19	100.0%	46	287,316
Special Education Graduates	3	15.8%	3	31,028
Economically Disadvantaged Graduates	5	26.3%	18	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	32,809
At-Risk Graduates	6	31.6%	10	155,884
CTE Completers	11	57.9%	31	99,076

2021-22 College, Career, and Military Readiness (CCMR) (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
2019-20	63.0%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	97.8%	<b>94.7%</b>	*	*	92.9%	-	-	-	*	*	100.0%	-
2019-20	53.4%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	95.7%	<b>89.5%</b>	*	*	85.7%	-	-	-	*	*	100.0%	-
2019-20	59.7%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	95.7%	<b>94.7%</b>	*	*	100.0%	-	-	-	*	*	100.0%	-
2019-20	47.9%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	91.3%	<b>84.2%</b>	*	*	85.7%	-	-	-	*	*	100.0%	-
2019-20	43.2%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	2.2%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	21.1%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	2.1%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	91.3%	<b>84.2%</b>	*	*	78.6%	-	-	-	*	*	80.0%	-
2019-20	24.6%	96.4%	<b>96.0%</b>	*	*	95.2%	-	-	-	*	*	*	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	4.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	6.5%	<b>15.8%</b>	*	*	21.4%	-	-	-	*	*	40.0%	-
2019-20	18.7%	5.5%	<b>8.0%</b>	*	*	9.5%	-	-	-	*	*	*	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													



2021-22 College, Career, and Military Readiness (CCMR) (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	13.2%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	*	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	0.7%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	*	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
2019-20	2.4%	0.0%	0.0%	*	*	0.0%	-	-	-	*	*	*	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	6.5%	15.8%	*	*	21.4%	-	-	-	*	*	40.0%	-
2019-20	3.7%	5.5%	8.0%	*	*	9.5%	-	-	-	*	*	*	-

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	91.3%	<b>89.5%</b>	*	*	85.7%	-	-	-	*	*	100.0%	-
	2019-20	30.1%	96.4%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
Mathematics	2020-21	19.4%	73.9%	<b>68.4%</b>	*	*	64.3%	-	-	-	*	*	60.0%	-
	2019-20	21.2%	90.9%	<b>84.0%</b>	*	*	85.7%	-	-	-	*	*	*	-
Both Subjects	2020-21	14.4%	69.6%	<b>63.2%</b>	*	*	57.1%	-	-	-	*	*	60.0%	-
	2019-20	16.4%	89.1%	<b>84.0%</b>	*	*	85.7%	-	-	-	*	*	*	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	7.3%	1.8%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
Mathematics	2020-21	10.3%	32.6%	<b>31.6%</b>	*	*	42.9%	-	-	-	*	*	40.0%	-
	2019-20	9.7%	10.9%	<b>20.0%</b>	*	*	19.0%	-	-	-	*	*	*	-
Both Subjects	2020-21	4.9%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	4.2%	1.8%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	*	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	1.1%	<b>3.0%</b>	*	0.0%	4.0%	-	-	-	*	0.0%	0.0%	-
	2020	22.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
English Language Arts	2021	12.1%	1.1%	<b>3.0%</b>	*	0.0%	4.0%	-	-	-	*	0.0%	0.0%	-
	2020	12.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2021	6.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2020	6.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Science	2021	8.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2020	9.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2021	11.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
	2020	12.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	*	*	-	-	*	-	-	-	-	-	-	-
	2020	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	*	*	-	-	*	-	-	-	-	-	-	-
	2020	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	26.1%	<b>10.5%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	76.7%	78.2%	<b>68.0%</b>	*	*	66.7%	-	-	-	*	*	*	-
At/Above Criterion for All Examinees	2020-21	32.9%	58.3%	*	*	*	-	-	-	-	-	-	-	-
	2019-20	35.7%	74.4%	<b>64.7%</b>	-	*	64.3%	-	-	-	*	*	*	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1191	-	-	-	-	-	-	-	-	-	-	-
	2019-20	1019	1176	<b>1134</b>	-	1050	1139	-	-	-	1230	890	1120	-
English Language Arts and Writing	2020-21	504	618	-	-	-	-	-	-	-	-	-	-	-
	2019-20	513	598	<b>584</b>	-	540	584	-	-	-	670	420	540	-
Mathematics	2020-21	498	573	-	-	-	-	-	-	-	-	-	-	-
	2019-20	506	577	<b>550</b>	-	510	555	-	-	-	560	470	580	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	*	*	*	*	-	-	-	-	-	-	-	-
	2019-20	20.2	25.4	<b>25.3</b>	-	-	25.3	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	*	*	*	*	-	-	-	-	-	-	-	-
	2019-20	19.9	26.1	<b>26.1</b>	-	-	26.1	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	*	*	*	*	-	-	-	-	-	-	-	-
	2019-20	20.1	23.8	<b>23.0</b>	-	-	23.0	-	-	-	-	-	-	-
Science	2020-21	20.3	*	*	*	*	-	-	-	-	-	-	-	-
	2019-20	20.5	24.8	<b>25.0</b>	-	-	25.0	-	-	-	-	-	-	-

## 2021-22 Other Postsecondary Indicators (TAPR)

## UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	84.2%	<b>78.6%</b>	*	71.4%	78.3%	-	*	*	*	44.4%	73.7%	-
	2019-20	46.3%	83.4%	<b>76.7%</b>	*	81.8%	75.4%	*	*	*	*	54.5%	75.0%	-
English Language Arts	2020-21	16.3%	45.0%	<b>47.1%</b>	*	35.7%	50.0%	-	*	*	*	22.2%	42.1%	-
	2019-20	18.2%	54.6%	<b>50.6%</b>	*	54.5%	51.6%	*	*	*	*	27.3%	46.7%	-
Mathematics	2020-21	19.3%	38.0%	<b>41.4%</b>	*	35.7%	41.3%	-	*	*	*	22.2%	36.8%	-
	2019-20	20.7%	29.1%	<b>33.8%</b>	*	36.4%	36.1%	*	-	*	*	9.1%	35.7%	-
Science	2020-21	20.6%	11.6%	<b>14.5%</b>	*	14.3%	13.3%	-	*	*	*	0.0%	10.5%	-
	2019-20	22.4%	10.1%	<b>3.8%</b>	*	0.0%	5.0%	*	-	*	*	0.0%	0.0%	-
Social Studies	2020-21	22.8%	54.7%	<b>47.6%</b>	*	38.5%	50.0%	-	*	*	*	16.7%	41.2%	-
	2019-20	24.6%	51.4%	<b>37.5%</b>	*	50.0%	37.5%	*	-	*	*	12.5%	27.3%	-
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	*	*	0.0%	-	-	-	*	*	0.0%	-
	2019-20	58.5%	100.0%	<b>100.0%</b>	*	*	100.0%	-	-	-	*	*	*	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	69.1%	<b>60.0%</b>	*	*	57.1%	-	-	-	*	*	*	-
	2018-19	52.6%	71.4%	<b>100.0%</b>	*	-	100.0%	-	-	-	-	-	*	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
2021-22 Student Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	259	100.0%	853	5,402,928	259	100.0%	853	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	0	0.0%	5.9%	6.8%	0	0.0%	5.9%	6.8%
Grade 1	20	7.7%	9.6%	7.1%	20	7.7%	9.6%	7.1%
Grade 2	20	7.7%	8.9%	7.1%	20	7.7%	8.9%	7.1%
Grade 3	22	8.5%	9.7%	7.1%	22	8.5%	9.7%	7.1%
Grade 4	22	8.5%	7.4%	7.1%	22	8.5%	7.4%	7.1%
Grade 5	21	8.1%	7.6%	7.2%	21	8.1%	7.6%	7.2%
Grade 6	26	10.0%	8.7%	7.4%	26	10.0%	8.7%	7.4%
Grade 7	24	9.3%	9.4%	7.7%	24	9.3%	9.4%	7.7%
Grade 8	25	9.7%	7.6%	7.9%	25	9.7%	7.6%	7.8%
Grade 9	21	8.1%	6.6%	8.8%	21	8.1%	6.6%	8.8%
Grade 10	25	9.7%	6.8%	7.6%	25	9.7%	6.8%	7.5%
Grade 11	19	7.3%	6.2%	7.2%	19	7.3%	6.2%	7.2%
Grade 12	14	5.4%	5.6%	6.7%	14	5.4%	5.6%	6.7%
<b>Ethnic Distribution:</b>								
African American	13	5.0%	6.7%	12.8%	13	5.0%	6.7%	12.8%
Hispanic	39	15.1%	19.5%	52.8%	39	15.1%	19.5%	52.7%
White	185	71.4%	64.0%	26.3%	185	71.4%	64.0%	26.3%
American Indian	1	0.4%	0.6%	0.3%	1	0.4%	0.6%	0.3%
Asian	7	2.7%	4.1%	4.8%	7	2.7%	4.1%	4.8%
Pacific Islander	1	0.4%	0.1%	0.2%	1	0.4%	0.1%	0.2%
Two or More Races	13	5.0%	5.0%	2.9%	13	5.0%	5.0%	2.9%
<b>Sex:</b>								
Female	141	54.4%	49.6%	48.9%	141	54.4%	49.6%	48.8%
Male	118	45.6%	50.4%	51.1%	118	45.6%	50.4%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	54	20.8%	33.5%	60.7%	54	20.8%	33.5%	60.6%
Non-Educationally Disadvantaged	205	79.2%	66.5%	39.3%	205	79.2%	66.5%	39.4%
Section 504 Students	30	11.6%	10.6%	7.4%	30	11.6%	10.6%	7.4%
EB Students/EL	3	1.2%	2.5%	21.7%	3	1.2%	2.5%	21.7%

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	21	8.1%	7.0%	5.0%	21	8.1%	7.0%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	2	0.8%	0.7%	1.1%	2	0.8%	0.7%	1.1%
Immigrant	0	0.0%	0.2%	2.0%	0	0.0%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	2	0.8%	28.7%	64.3%	2	0.8%	28.7%	64.3%
Military Connected	37	14.3%	12.8%	3.3%	37	14.3%	12.8%	3.3%
At-Risk	63	24.3%	30.9%	53.5%	63	24.3%	30.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	3	1.2%	2.5%	21.9%	3	1.2%	2.5%	21.8%
Career and Technical Education	121	46.7%	37.9%	25.8%				
Career and Technical Education (9-12 grades only)	75	94.9%	94.4%	71.0%				
Gifted and Talented Education	32	12.4%	7.6%	8.0%	32	12.4%	7.6%	8.0%
Special Education	18	6.9%	9.1%	11.6%	18	6.9%	9.1%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	19.2%	43.0%				
Students with Physical Disabilities	9	50.0%	48.7%	20.8%				
Students with Autism	*	*	19.2%	14.7%				
Students with Behavioral Disabilities	*	*	12.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	60	20.8%	17.8%	13.6%				
By Ethnicity:								
African American	5	1.7%	1.2%	2.5%				
Hispanic	13	4.5%	3.8%	6.6%				
White	38	13.1%	11.8%	3.5%				
American Indian	2	0.7%	0.3%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.7%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	8.3%	14.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	7.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	21	25.0%	17.8%	15.0%				

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	37	15.5%	22.3%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	4.3%	1.9%	-	50.0%	5.2%
Grade 1	0.0%	6.8%	2.9%	-	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	4.8%	5.0%	0.7%	-	0.0%	0.7%
Grade 5	4.5%	1.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.0%	1.7%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	0.0%	0.0%	10.5%	-	0.0%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	16.5	18.7
Grade 1	20.0	20.4	18.7
Grade 2	20.0	19.0	18.6
Grade 3	22.0	20.7	18.7
Grade 4	22.0	20.8	18.8
Grade 5	21.0	21.9	20.2
Grade 6	26.0	24.8	19.2
<b>Secondary:</b>			
English/Language Arts	20.0	16.7	16.3
Foreign Languages	2.3	2.9	18.4
Mathematics	19.3	15.9	17.5

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Class Size Information	Campus	District	State
Science	20.2	18.8	18.5
Social Studies	17.3	14.7	19.1



Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	20.3	100.0%	100.0%	100.0%
Professional Staff:	19.4	95.3%	82.7%	64.1%
Teachers	17.1	84.0%	63.4%	49.3%
Professional Support	1.3	6.4%	11.5%	10.7%
Campus Administration (School Leadership)	1.0	4.9%	3.3%	2.9%
Educational Aides:	1.0	4.7%	7.4%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	2.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	1.0	4.9%	10.4%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	0.0	0.0%	3.5%	28.9%
White	15.9	93.4%	92.2%	56.4%
American Indian	1.0	5.9%	1.8%	0.3%
Asian	0.0	0.0%	1.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.8%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	2.1	12.5%	14.0%	24.1%
Females	14.9	87.5%	86.0%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	5.0	29.3%	46.8%	72.6%
Masters	12.1	70.7%	53.2%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	0.0%	7.9%
1-5 Years Experience	3.8	22.3%	46.8%	26.7%
6-10 Years Experience	6.0	35.1%	20.9%	20.6%
11-20 Years Experience	7.3	42.6%	27.0%	28.6%
21-30 Years Experience	0.0	0.0%	5.3%	13.2%

Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	15.2	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	10.0	4.0	6.3
Average Years Experience of Principals with District	7.0	3.0	5.4
Average Years Experience of Assistant Principals	0.0	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	0.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	10.6	8.3	11.1
Average Years Experience of Teachers with District:	4.1	3.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	-	\$51,054
1-5 Years Experience	\$48,869	\$45,916	\$54,577
6-10 Years Experience	\$52,187	\$50,791	\$57,746
11-20 Years Experience	\$56,323	\$55,479	\$61,377
21-30 Years Experience	-	\$60,320	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$53,210	\$50,277	\$58,887
Professional Support	\$56,519	\$57,427	\$69,505
Campus Administration (School Leadership)	\$78,512	\$76,079	\$84,990
Instructional Staff Percent:	n/a	78.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	1.3	7.7%	7.2%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	14.8	86.5%	88.3%	70.8%

Texas Education Agency  
2021-22 Staff Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT LONGVIEW (212804102) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	1.0	5.9%	4.5%	9.6%
Other	0.0	0.0%	0.0%	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: UT TYLER UNIVERSITY ACADEMY**

**Campus Name: UT TYLER UNIVERSITY ACADEMY AT PALESTINE**

**Campus Number: 212804103**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

**This school is a Charter School.**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	84%	<b>79%</b>	*	*	87%	-	-	-	*	*	-	75%	86%	63%	-
	2021	67%	88%	<b>89%</b>	*	*	80%	-	*	-	*	*	-	-	89%	78%	*
At Meets Grade Level or Above	2022	51%	57%	<b>37%</b>	*	*	47%	-	-	-	*	*	-	42%	29%	38%	-
	2021	39%	63%	<b>63%</b>	*	*	70%	-	*	-	*	*	-	-	63%	56%	*
At Masters Grade Level	2022	30%	40%	<b>26%</b>	*	*	33%	-	-	-	*	*	-	33%	14%	38%	-
	2021	19%	39%	<b>32%</b>	*	*	30%	-	*	-	*	*	-	-	32%	11%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	78%	<b>74%</b>	*	*	87%	-	-	-	*	*	-	75%	71%	63%	-
	2021	62%	64%	<b>47%</b>	*	*	40%	-	*	-	*	*	-	-	47%	44%	*
At Meets Grade Level or Above	2022	43%	46%	<b>21%</b>	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
	2021	31%	24%	<b>11%</b>	*	*	10%	-	*	-	*	*	-	-	11%	11%	*
At Masters Grade Level	2022	21%	22%	<b>5%</b>	*	*	7%	-	-	-	*	*	-	8%	0%	13%	-
	2021	14%	17%	<b>11%</b>	*	*	10%	-	*	-	*	*	-	-	11%	11%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	93%	<b>89%</b>	-	100%	78%	-	*	-	-	*	-	-	89%	75%	*
	2021	63%	84%	<b>85%</b>	*	100%	57%	-	*	-	*	*	-	-	85%	100%	*
At Meets Grade Level or Above	2022	54%	75%	<b>78%</b>	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
	2021	36%	60%	<b>65%</b>	*	63%	57%	-	*	-	*	*	-	-	65%	75%	*
At Masters Grade Level	2022	28%	44%	<b>44%</b>	-	83%	22%	-	*	-	-	*	-	-	44%	25%	*
	2021	17%	26%	<b>25%</b>	*	38%	29%	-	*	-	*	*	-	-	25%	33%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	84%	<b>78%</b>	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
	2021	59%	81%	<b>75%</b>	*	75%	71%	-	*	-	*	*	-	-	75%	75%	*
At Meets Grade Level or Above	2022	43%	62%	<b>56%</b>	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
	2021	36%	53%	<b>50%</b>	*	63%	43%	-	*	-	*	*	-	-	50%	50%	*
At Masters Grade Level	2022	23%	36%	<b>33%</b>	-	33%	33%	-	*	-	-	*	-	-	33%	25%	*
	2021	21%	26%	<b>20%</b>	*	38%	14%	-	*	-	*	*	-	-	20%	17%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	95%	<b>89%</b>	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
	2021	73%	79%	<b>67%</b>	*	*	64%	-	*	-	*	*	-	83%	60%	63%	*
At Meets Grade Level or Above	2022	58%	90%	<b>89%</b>	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
	2021	46%	68%	<b>62%</b>	*	*	64%	-	*	-	*	*	-	83%	53%	50%	*
At Masters Grade Level	2022	36%	54%	<b>63%</b>	*	100%	38%	-	*	-	*	*	-	-	63%	70%	-
	2021	30%	52%	<b>43%</b>	*	*	55%	-	*	-	*	*	-	67%	33%	25%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	94%	<b>84%</b>	*	100%	63%	-	*	-	*	*	-	-	84%	90%	-
	2021	70%	87%	<b>76%</b>	*	*	73%	-	*	-	*	*	-	100%	67%	50%	*
At Meets Grade Level or Above	2022	48%	71%	<b>63%</b>	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
	2021	44%	68%	<b>48%</b>	*	*	36%	-	*	-	*	*	-	67%	40%	38%	*
At Masters Grade Level	2022	25%	38%	<b>37%</b>	*	60%	25%	-	*	-	*	*	-	-	37%	60%	-
	2021	25%	39%	<b>29%</b>	*	*	27%	-	*	-	*	*	-	50%	20%	25%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	92%	<b>95%</b>	*	100%	88%	-	*	-	*	*	-	-	95%	100%	-
	2021	62%	82%	<b>67%</b>	*	*	64%	-	*	-	*	*	-	83%	60%	63%	*
At Meets Grade Level or Above	2022	38%	54%	<b>42%</b>	*	60%	25%	-	*	-	*	*	-	-	42%	60%	-
	2021	31%	53%	<b>38%</b>	*	*	36%	-	*	-	*	*	-	50%	33%	13%	*
At Masters Grade Level	2022	18%	22%	<b>5%</b>	*	20%	0%	-	*	-	*	*	-	-	5%	0%	-
	2021	13%	29%	<b>24%</b>	*	*	27%	-	*	-	*	*	-	50%	13%	13%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	86%	<b>84%</b>	*	*	100%	-	*	-	*	*	-	86%	83%	71%	*
	2021	62%	80%	<b>67%</b>	-	80%	54%	-	*	-	*	*	-	71%	64%	67%	*
At Meets Grade Level or Above	2022	43%	72%	<b>63%</b>	*	*	75%	-	*	-	*	*	-	86%	50%	57%	*
	2021	32%	45%	<b>29%</b>	-	40%	23%	-	*	-	*	*	-	43%	21%	33%	*
At Masters Grade Level	2022	23%	52%	<b>47%</b>	*	*	50%	-	*	-	*	*	-	86%	25%	29%	*
	2021	15%	18%	<b>10%</b>	-	20%	8%	-	*	-	*	*	-	14%	7%	17%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	91%	<b>84%</b>	*	*	88%	-	*	-	*	*	-	100%	75%	57%	*
	2021	68%	77%	<b>76%</b>	-	80%	69%	-	*	-	*	*	-	57%	86%	75%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	72%	<b>58%</b>	*	*	63%	-	*	-	*	*	-	71%	50%	43%	*
	2021	36%	51%	<b>29%</b>	-	20%	23%	-	*	-	*	*	-	14%	36%	25%	*
At Masters Grade Level	2022	16%	32%	<b>16%</b>	*	*	13%	-	*	-	*	*	-	29%	8%	14%	*
	2021	15%	21%	<b>10%</b>	-	0%	0%	-	*	-	*	*	-	0%	14%	8%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	95%	<b>89%</b>	*	*	90%	-	*	-	*	*	-	100%	80%	78%	*
	2021	69%	92%	<b>84%</b>	*	*	77%	-	*	-	-	-	-	80%	89%	73%	*
At Meets Grade Level or Above	2022	56%	78%	<b>63%</b>	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
	2021	45%	79%	<b>74%</b>	*	*	69%	-	*	-	-	-	-	70%	78%	64%	*
At Masters Grade Level	2022	37%	58%	<b>63%</b>	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
	2021	25%	51%	<b>47%</b>	*	*	46%	-	*	-	-	-	-	50%	44%	45%	*
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	78%	<b>58%</b>	*	*	70%	-	*	-	*	*	-	56%	60%	44%	*
	2021	55%	85%	<b>84%</b>	*	*	77%	-	*	-	-	-	-	70%	100%	73%	*
At Meets Grade Level or Above	2022	31%	52%	<b>26%</b>	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
	2021	27%	62%	<b>68%</b>	*	*	62%	-	*	-	-	-	-	60%	78%	64%	*
At Masters Grade Level	2022	13%	27%	<b>11%</b>	*	*	0%	-	*	-	*	*	-	11%	10%	11%	*
	2021	12%	33%	<b>16%</b>	*	*	23%	-	*	-	-	-	-	0%	33%	27%	*
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	98%	<b>100%</b>	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
	2021	73%	94%	<b>94%</b>	-	80%	100%	-	-	-	*	*	-	100%	90%	89%	-
At Meets Grade Level or Above	2022	58%	87%	<b>83%</b>	*	100%	70%	-	*	-	-	*	-	90%	75%	75%	*
	2021	46%	78%	<b>69%</b>	-	80%	67%	-	-	-	*	*	-	83%	60%	89%	-
At Masters Grade Level	2022	37%	69%	<b>72%</b>	*	100%	70%	-	*	-	-	*	-	90%	50%	75%	*
	2021	21%	50%	<b>44%</b>	-	60%	33%	-	-	-	*	*	-	67%	30%	44%	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	97%	<b>100%</b>	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
	2021	68%	94%	<b>100%</b>	-	*	100%	-	-	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	45%	76%	<b>78%</b>	*	60%	80%	-	*	-	-	*	-	90%	63%	88%	*
	2021	43%	70%	<b>67%</b>	-	*	67%	-	-	-	*	*	-	83%	56%	75%	-



Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	24%	40%	<b>33%</b>	*	40%	30%	-	*	-	-	*	-	40%	25%	38%	*
	2021	24%	46%	<b>33%</b>	-	*	33%	-	-	-	*	*	-	33%	33%	50%	-
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	95%	<b>94%</b>	*	100%	90%	-	*	-	-	*	-	100%	88%	88%	*
	2021	57%	87%	<b>93%</b>	-	*	100%	-	-	-	*	*	-	100%	89%	100%	-
At Meets Grade Level or Above	2022	31%	71%	<b>61%</b>	*	60%	50%	-	*	-	-	*	-	70%	50%	50%	*
	2021	28%	51%	<b>47%</b>	-	*	44%	-	-	-	*	*	-	50%	44%	63%	-
At Masters Grade Level	2022	18%	40%	<b>22%</b>	*	20%	30%	-	*	-	-	*	-	30%	13%	25%	*
	2021	14%	22%	<b>13%</b>	-	*	11%	-	-	-	*	*	-	17%	11%	13%	-
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	95%	<b>100%</b>	-	*	100%	-	-	-	*	*	-	100%	*	*	-
	2021	67%	93%	<b>90%</b>	*	*	83%	-	*	-	-	*	-	88%	*	100%	*
At Meets Grade Level or Above	2022	47%	86%	<b>100%</b>	-	*	100%	-	-	-	*	*	-	100%	*	*	-
	2021	50%	91%	<b>90%</b>	*	*	83%	-	*	-	-	*	-	88%	*	100%	*
At Masters Grade Level	2022	11%	44%	<b>29%</b>	-	*	40%	-	-	-	*	*	-	20%	*	*	-
	2021	12%	25%	<b>20%</b>	*	*	17%	-	*	-	-	*	-	25%	*	20%	*
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	98%	<b>100%</b>	*	*	100%	-	*	-	-	*	-	100%	*	*	*
	2021	71%	100%	<b>100%</b>	*	*	100%	-	-	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	55%	93%	<b>100%</b>	*	*	100%	-	*	-	-	*	-	100%	*	*	*
	2021	57%	92%	<b>91%</b>	*	*	89%	-	-	-	*	-	-	93%	86%	89%	-
At Masters Grade Level	2022	9%	29%	<b>0%</b>	*	*	0%	-	*	-	-	*	-	0%	*	*	*
	2021	11%	23%	<b>23%</b>	*	*	28%	-	-	-	*	-	-	27%	14%	0%	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	95%	<b>100%</b>	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
	2021	73%	97%	<b>100%</b>	-	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	43%	81%	<b>89%</b>	*	80%	90%	-	*	-	-	*	-	100%	75%	88%	*
	2021	41%	81%	<b>75%</b>	-	80%	78%	-	-	-	*	*	-	83%	70%	78%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	27%	66%	<b>56%</b>	*	80%	60%	-	*	-	-	*	-	70%	38%	63%	*
	2021	23%	57%	<b>38%</b>	-	40%	33%	-	-	-	*	*	-	50%	30%	44%	-
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	100%	<b>100%</b>	-	*	100%	-	-	-	*	*	-	100%	*	*	-
	2021	82%	98%	<b>100%</b>	*	*	100%	-	*	-	-	*	-	100%	*	100%	*
At Meets Grade Level or Above	2022	55%	86%	<b>83%</b>	-	*	89%	-	-	-	*	*	-	78%	*	*	-
	2021	55%	95%	<b>83%</b>	*	*	75%	-	*	-	-	*	-	88%	*	86%	*
At Masters Grade Level	2022	21%	48%	<b>25%</b>	-	*	33%	-	-	-	*	*	-	22%	*	*	-
	2021	22%	67%	<b>33%</b>	*	*	38%	-	*	-	-	*	-	38%	*	43%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	100%	<b>100%</b>	*	*	100%	-	*	-	-	*	-	100%	*	*	*
	2021	88%	97%	<b>96%</b>	*	*	95%	-	-	-	*	-	-	93%	100%	100%	-
At Meets Grade Level or Above	2022	68%	92%	<b>90%</b>	*	*	100%	-	*	-	-	*	-	100%	*	*	*
	2021	69%	91%	<b>83%</b>	*	*	79%	-	-	-	*	-	-	93%	63%	78%	-
At Masters Grade Level	2022	42%	67%	<b>50%</b>	*	*	60%	-	*	-	-	*	-	67%	*	*	*
	2021	43%	72%	<b>70%</b>	*	*	68%	-	-	-	*	-	-	73%	63%	67%	-
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	92%	<b>100%</b>	*	*	100%	-	-	-	-	-	-	100%	*	*	-
	2021	95%	100%	<b>100%</b>	-	-	*	-	-	-	*	-	-	100%	-	*	-
At Meets Grade Level or Above	2022	64%	71%	<b>56%</b>	*	*	80%	-	-	-	-	-	-	63%	*	*	-
	2021	69%	100%	<b>100%</b>	-	-	*	-	-	-	*	-	-	100%	-	*	-
At Masters Grade Level	2022	13%	8%	<b>0%</b>	*	*	0%	-	-	-	-	-	-	0%	*	*	-
	2021	14%	14%	<b>20%</b>	-	-	*	-	-	-	*	-	-	20%	-	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	91%	<b>89%</b>	83%	91%	88%	-	97%	-	83%	68%	-	92%	86%	82%	96%
	2021	67%	86%	<b>82%</b>	71%	88%	79%	-	90%	-	86%	55%	-	88%	79%	80%	89%
At Meets Grade Level or Above	2022	48%	72%	<b>65%</b>	62%	67%	60%	-	86%	-	72%	38%	-	72%	60%	61%	85%
	2021	41%	65%	<b>59%</b>	52%	64%	58%	-	58%	-	57%	36%	-	73%	51%	59%	57%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	23%	42%	<b>33%</b>	28%	43%	31%	-	34%	-	28%	16%	-	39%	30%	34%	35%
	2021	18%	36%	<b>27%</b>	14%	24%	28%	-	32%	-	29%	9%	-	36%	22%	25%	25%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	93%	<b>90%</b>	82%	93%	91%	-	92%	-	88%	69%	-	93%	89%	82%	91%
	2021	68%	88%	<b>84%</b>	75%	94%	78%	-	92%	-	100%	38%	-	88%	81%	83%	91%
At Meets Grade Level or Above	2022	53%	79%	<b>74%</b>	64%	83%	69%	-	92%	-	75%	44%	-	80%	71%	67%	91%
	2021	45%	70%	<b>66%</b>	63%	68%	66%	-	67%	-	70%	38%	-	79%	59%	67%	64%
At Masters Grade Level	2022	25%	49%	<b>46%</b>	45%	60%	41%	-	50%	-	38%	13%	-	52%	43%	44%	45%
	2021	18%	37%	<b>30%</b>	13%	35%	31%	-	33%	-	20%	13%	-	38%	26%	25%	27%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	86%	<b>81%</b>	75%	81%	80%	-	100%	-	71%	54%	-	85%	79%	71%	100%
	2021	66%	82%	<b>77%</b>	67%	79%	73%	-	91%	-	89%	57%	-	82%	75%	72%	90%
At Meets Grade Level or Above	2022	42%	63%	<b>52%</b>	50%	50%	46%	-	82%	-	71%	31%	-	54%	51%	49%	70%
	2021	37%	58%	<b>48%</b>	33%	54%	45%	-	64%	-	44%	14%	-	62%	43%	47%	60%
At Masters Grade Level	2022	20%	32%	<b>24%</b>	25%	35%	20%	-	18%	-	29%	15%	-	24%	24%	31%	20%
	2021	18%	32%	<b>20%</b>	0%	18%	16%	-	36%	-	44%	0%	-	21%	20%	20%	30%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	96%	<b>98%</b>	*	100%	96%	-	*	-	*	83%	-	100%	97%	100%	*
	2021	71%	91%	<b>85%</b>	*	100%	86%	-	80%	-	*	*	-	95%	79%	87%	80%
At Meets Grade Level or Above	2022	47%	72%	<b>65%</b>	*	58%	67%	-	*	-	*	33%	-	84%	53%	73%	*
	2021	44%	72%	<b>58%</b>	*	75%	57%	-	40%	-	*	*	-	75%	46%	57%	40%
At Masters Grade Level	2022	21%	37%	<b>20%</b>	*	25%	22%	-	*	-	*	17%	-	32%	13%	18%	*
	2021	20%	47%	<b>29%</b>	*	13%	32%	-	40%	-	*	*	-	40%	21%	35%	20%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	98%	<b>96%</b>	*	100%	93%	-	*	-	-	*	-	100%	92%	91%	*
	2021	73%	91%	<b>95%</b>	*	100%	96%	-	-	-	*	*	-	95%	94%	100%	-
At Meets Grade Level or Above	2022	50%	81%	<b>71%</b>	*	71%	67%	-	*	-	-	*	-	81%	58%	64%	*
	2021	49%	70%	<b>68%</b>	*	60%	68%	-	-	-	*	*	-	81%	53%	71%	-

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	30%	54%	32%	*	29%	40%	-	*	-	-	*	-	44%	17%	27%	*
	2021	29%	46%	47%	*	40%	50%	-	-	-	*	*	-	57%	35%	41%	-
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	42%	21%	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
	2021	24%	22%	11%	*	*	10%	-	*	-	*	*	-	-	11%	11%	*
Reading and Mathematics Including EOC	2022	36%	42%	21%	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
	2021	24%	22%	11%	*	*	10%	-	*	-	*	*	-	-	11%	11%	*
Reading Including EOC	2022	51%	57%	37%	*	*	47%	-	-	-	*	*	-	42%	29%	38%	-
	2021	38%	63%	63%	*	*	70%	-	*	-	*	*	-	-	63%	56%	*
Math Including EOC	2022	43%	46%	21%	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
	2021	31%	24%	11%	*	*	10%	-	*	-	*	*	-	-	11%	11%	*
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	60%	56%	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
	2021	26%	42%	45%	*	63%	29%	-	*	-	*	*	-	-	45%	50%	*
Reading and Mathematics Including EOC	2022	36%	60%	56%	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
	2021	26%	42%	45%	*	63%	29%	-	*	-	*	*	-	-	45%	50%	*
Reading Including EOC	2022	54%	75%	78%	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
	2021	36%	60%	65%	*	63%	57%	-	*	-	*	*	-	-	65%	75%	*
Math Including EOC	2022	43%	62%	56%	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
	2021	36%	53%	50%	*	63%	43%	-	*	-	*	*	-	-	50%	50%	*
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	70%	63%	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
	2021	34%	58%	48%	*	*	36%	-	*	-	*	*	-	67%	40%	38%	*
Reading and Mathematics Including EOC	2022	41%	70%	63%	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
	2021	34%	58%	48%	*	*	36%	-	*	-	*	*	-	67%	40%	38%	*
Reading Including EOC	2022	58%	90%	89%	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
	2021	46%	68%	62%	*	*	64%	-	*	-	*	*	-	83%	53%	50%	*
Math Including EOC	2022	48%	71%	63%	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
	2021	44%	68%	48%	*	*	36%	-	*	-	*	*	-	67%	40%	38%	*
<b>6th Graders</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2022	31%	61%	<b>47%</b>	*	*	50%	-	*	-	*	*	-	71%	33%	43%	*
	2021	24%	35%	<b>19%</b>	-	20%	15%	-	*	-	*	*	-	14%	21%	17%	*
Reading and Mathematics Including EOC	2022	31%	61%	<b>47%</b>	*	*	50%	-	*	-	*	*	-	71%	33%	43%	*
	2021	24%	35%	<b>19%</b>	-	20%	15%	-	*	-	*	*	-	14%	21%	17%	*
Reading Including EOC	2022	43%	72%	<b>63%</b>	*	*	75%	-	*	-	*	*	-	86%	50%	57%	*
	2021	32%	45%	<b>29%</b>	-	40%	23%	-	*	-	*	*	-	43%	21%	33%	*
Math Including EOC	2022	40%	72%	<b>58%</b>	*	*	63%	-	*	-	*	*	-	71%	50%	43%	*
	2021	36%	51%	<b>29%</b>	-	20%	23%	-	*	-	*	*	-	14%	36%	25%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	51%	<b>26%</b>	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
	2021	26%	61%	<b>68%</b>	*	*	62%	-	*	-	-	-	-	60%	78%	64%	*
Reading and Mathematics Including EOC	2022	33%	51%	<b>26%</b>	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
	2021	27%	61%	<b>68%</b>	*	*	62%	-	*	-	-	-	-	60%	78%	64%	*
Reading Including EOC	2022	56%	78%	<b>63%</b>	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
	2021	45%	79%	<b>74%</b>	*	*	69%	-	*	-	-	-	-	70%	78%	64%	*
Math Including EOC	2022	37%	52%	<b>26%</b>	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
	2021	32%	62%	<b>68%</b>	*	*	62%	-	*	-	-	-	-	60%	78%	64%	*
<b>8th Graders</b>																	
Reading and Mathematics Including EOC	2022	41%	73%	<b>78%</b>	*	80%	70%	-	*	-	-	*	-	90%	63%	75%	*
	2021	33%	69%	<b>63%</b>	-	80%	56%	-	-	-	*	*	-	83%	50%	78%	-
Reading Including EOC	2022	58%	87%	<b>83%</b>	*	100%	70%	-	*	-	-	*	-	90%	75%	75%	*
	2021	47%	78%	<b>69%</b>	-	80%	67%	-	-	-	*	*	-	83%	60%	89%	-
Math Including EOC	2022	48%	79%	<b>89%</b>	*	80%	90%	-	*	-	-	*	-	100%	75%	88%	*
	2021	43%	79%	<b>75%</b>	-	80%	78%	-	-	-	*	*	-	83%	70%	78%	-
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	55%	<b>43%</b>	56%	42%	32%	-	78%	-	57%	25%	-	36%	45%	43%	63%
	2021	26%	43%	<b>38%</b>	33%	48%	31%	-	55%	-	33%	17%	-	48%	35%	37%	50%
Reading and Mathematics Including EOC	2022	36%	58%	<b>48%</b>	60%	50%	38%	-	82%	-	57%	23%	-	50%	47%	48%	70%
	2021	28%	48%	<b>41%</b>	33%	54%	35%	-	55%	-	38%	14%	-	55%	37%	43%	50%
Reading Including EOC	2022	53%	76%	<b>69%</b>	60%	79%	62%	-	91%	-	71%	31%	-	71%	68%	62%	90%
	2021	41%	65%	<b>59%</b>	50%	64%	57%	-	64%	-	63%	43%	-	69%	56%	61%	60%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	43%	63%	<b>52%</b>	60%	50%	43%	-	82%	-	71%	31%	-	53%	51%	50%	70%
	2021	37%	57%	<b>46%</b>	33%	54%	41%	-	64%	-	38%	14%	-	55%	43%	44%	60%

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

- Indicates there are no students in the group.

Texas Education Agency  
2021-22 Progress (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	78	<b>84</b>	-	100	64	-	*	-	-	*	-	-	84	79	*
	2019	61	51	<b>38</b>	-	*	42	-	-	-	-	*	*	-	38	50	*
Grade 4 Mathematics	2022	74	87	<b>88</b>	-	100	71	-	*	-	-	*	-	-	88	86	*
	2019	65	37	<b>35</b>	-	*	38	-	-	-	-	*	*	-	35	25	*
Grade 5 ELA/Reading	2022	87	93	<b>92</b>	*	100	88	-	*	-	*	*	-	-	92	95	-
	2019	81	83	<b>76</b>	-	*	67	-	*	-	*	-	-	-	76	90	*
Grade 5 Mathematics	2022	79	78	<b>79</b>	*	80	63	-	*	-	*	*	-	-	79	90	-
	2019	83	86	<b>100</b>	-	*	100	-	*	-	*	-	-	-	100	100	*
Grade 6 ELA/Reading	2022	61	79	<b>84</b>	*	*	88	-	*	-	*	*	-	100	75	71	*
	2019	42	61	<b>71</b>	-	*	70	-	-	-	-	*	-	80	67	75	-
Grade 6 Mathematics	2022	61	68	<b>61</b>	*	*	63	-	*	-	*	*	-	50	67	57	*
	2019	54	72	<b>86</b>	-	*	90	-	-	-	-	*	-	100	78	75	-
Grade 7 ELA/Reading	2022	88	93	<b>85</b>	*	*	85	-	*	-	*	-	-	94	75	64	*
	2019	77	89	<b>91</b>	-	*	100	-	-	-	-	*	-	88	*	100	-
Grade 7 Mathematics	2022	60	67	<b>35</b>	*	*	35	-	*	-	*	-	-	39	31	43	*
	2019	62	69	<b>91</b>	-	*	94	-	-	-	-	*	-	88	*	86	-
Grade 8 ELA/Reading	2022	83	89	<b>100</b>	*	100	100	-	*	-	-	-	-	100	100	100	*
	2019	77	73	<b>73</b>	-	*	68	-	-	-	*	-	-	68	*	63	-
End of Course English II	2022	71	86	<b>70</b>	*	*	80	-	*	-	-	*	-	58	*	*	*
	2019	69	73	<b>74</b>	*	*	74	-	-	-	-	*	-	74	75	79	-
End of Course Algebra I	2022	67	88	<b>97</b>	*	100	94	-	*	-	-	-	-	100	92	94	*
	2019	75	90	<b>98</b>	-	*	97	-	-	-	*	-	-	100	*	94	-
All Grades Both Subjects	2022	74	82	<b>80</b>	97	84	75	-	79	-	71	70	-	79	80	79	76
	2019	69	71	<b>77</b>	*	75	76	-	*	-	100	71	*	83	71	78	*
All Grades ELA/Reading	2022	78	87	<b>87</b>	100	90	85	-	86	-	75	81	-	91	85	82	85
	2019	68	71	<b>71</b>	*	71	69	-	*	-	*	*	*	75	68	77	*
All Grades Mathematics	2022	69	77	<b>71</b>	94	79	64	-	70	-	67	57	-	65	74	76	67
	2019	70	69	<b>84</b>	-	79	84	-	*	-	*	*	*	97	76	79	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2022	74%	91%	<b>89%</b>	-	-	-	-	-	-	*	*	-	-	-	-	88%	*	96%
	2021	67%	86%	<b>82%</b>	-	-	-	-	-	-	40%	40%	-	-	-	-	81%	40%	96%
At Meets Grade Level or Above	2022	48%	72%	<b>65%</b>	-	-	-	-	-	-	*	*	-	-	-	-	63%	*	92%
	2021	41%	65%	<b>59%</b>	-	-	-	-	-	-	0%	0%	-	-	-	-	59%	0%	68%
At Masters Grade Level	2022	23%	42%	<b>33%</b>	-	-	-	-	-	-	*	*	-	-	-	-	33%	*	42%
	2021	18%	36%	<b>27%</b>	-	-	-	-	-	-	0%	0%	-	-	-	-	27%	0%	28%
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2022	75%	93%	<b>90%</b>	-	-	-	-	-	-	*	*	-	-	-	-	90%	*	100%
	2021	68%	88%	<b>84%</b>	-	-	-	-	-	-	*	*	-	-	-	-	83%	*	100%
At Meets Grade Level or Above	2022	53%	79%	<b>74%</b>	-	-	-	-	-	-	*	*	-	-	-	-	72%	*	100%
	2021	45%	70%	<b>66%</b>	-	-	-	-	-	-	*	*	-	-	-	-	66%	*	80%
At Masters Grade Level	2022	25%	49%	<b>46%</b>	-	-	-	-	-	-	*	*	-	-	-	-	46%	*	64%
	2021	18%	37%	<b>30%</b>	-	-	-	-	-	-	*	*	-	-	-	-	31%	*	30%
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2022	72%	86%	<b>81%</b>	-	-	-	-	-	-	*	*	-	-	-	-	80%	*	90%
	2021	66%	82%	<b>77%</b>	-	-	-	-	-	-	*	*	-	-	-	-	76%	*	89%
At Meets Grade Level or Above	2022	42%	63%	<b>52%</b>	-	-	-	-	-	-	*	*	-	-	-	-	50%	*	80%
	2021	37%	58%	<b>48%</b>	-	-	-	-	-	-	*	*	-	-	-	-	47%	*	67%
At Masters Grade Level	2022	20%	32%	<b>24%</b>	-	-	-	-	-	-	*	*	-	-	-	-	25%	*	20%
	2021	18%	32%	<b>20%</b>	-	-	-	-	-	-	*	*	-	-	-	-	19%	*	33%
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2022	76%	96%	<b>98%</b>	-	-	-	-	-	-	-	-	-	-	-	-	98%	-	*
	2021	71%	91%	<b>85%</b>	-	-	-	-	-	-	*	*	-	-	-	-	86%	*	*
At Meets Grade Level or Above	2022	47%	72%	<b>65%</b>	-	-	-	-	-	-	-	-	-	-	-	-	64%	-	*
	2021	44%	72%	<b>58%</b>	-	-	-	-	-	-	*	*	-	-	-	-	60%	*	*
At Masters Grade Level	2022	21%	37%	<b>20%</b>	-	-	-	-	-	-	-	-	-	-	-	-	19%	-	*
	2021	20%	47%	<b>29%</b>	-	-	-	-	-	-	*	*	-	-	-	-	30%	*	*
<b>All Grades Social Studies</b>																			
At Approaches Grade Level or Above	2022	75%	98%	<b>96%</b>	-	-	-	-	-	-	-	-	-	-	-	-	96%	-	*
	2021	73%	91%	<b>95%</b>	-	-	-	-	-	-	-	-	-	-	-	-	95%	-	-



**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Meets Grade Level or Above	2022	50%	81%	<b>71%</b>	-	-	-	-	-	-	-	-	-	-	-	-	71%	-	*
	2021	49%	70%	<b>68%</b>	-	-	-	-	-	-	-	-	-	-	-	-	68%	-	-
At Masters Grade Level	2022	30%	54%	<b>32%</b>	-	-	-	-	-	-	-	-	-	-	-	-	33%	-	*
	2021	29%	46%	<b>47%</b>	-	-	-	-	-	-	-	-	-	-	-	-	47%	-	-
<b>School Progress Domain - Academic Growth Score</b>																			
All Grades Both Subjects	2022	74%	82%	<b>80%</b>	-	-	-	-	-	-	*	*	-	-	-	-	81%	*	68%
	2019	69%	71%	<b>77%</b>	-	-	-	-	-	-	-	-	-	-	-	*		*	
All Grades ELA/Reading	2022	78%	87%	<b>87%</b>	-	-	-	-	-	-	*	*	-	-	-	-	87%	*	85%
	2019	68%	71%	<b>71%</b>	-	-	-	-	-	-	-	-	-	-	*			*	
All Grades Mathematics	2022	69%	77%	<b>71%</b>	-	-	-	-	-	-	*	*	-	-	-	-	74%	*	50%
	2019	70%	69%	<b>84%</b>	-	-	-	-	-	-	-	-	-	-	*			*	

\* 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.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	<b>96%</b>	78%	100%	98%	-	100%	-	95%	90%	-	100%	94%	98%	100%
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	22%	0%	2%	-	0%	-	5%	10%	-	0%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	95%	<b>96%</b>	79%	100%	97%	-	100%	-	89%	89%	-	100%	93%	98%	100%
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	21%	0%	3%	-	0%	-	11%	11%	-	0%	7%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	<b>97%</b>	80%	100%	98%	-	100%	-	100%	87%	-	100%	95%	98%	100%
Not Included in Accountability: Mobile	5%	4%	<b>3%</b>	20%	0%	2%	-	0%	-	0%	13%	-	0%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	97%	<b>96%</b>	67%	100%	100%	-	*	-	*	100%	-	100%	94%	96%	*
Not Included in Accountability: Mobile	4%	3%	<b>4%</b>	33%	0%	0%	-	*	-	*	0%	-	0%	6%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	2%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
Included in Accountability	94%	98%	97%	*	100%	94%	-	*	-	-	*	-	100%	92%	100%	*
Not Included in Accountability: Mobile	4%	2%	3%	*	0%	6%	-	*	-	-	*	-	0%	8%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Not Tested	2%	0%	0%	*	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	-	*	-	0%	0%	0%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	97%	100%	*	*	100%	-	-	-	-	-	-	100%	*	*	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	98%	99%	100%	100%	99%	-	100%	-	97%	100%	-	99%	100%	100%	100%
Included in Accountability	83%	92%	95%	88%	100%	95%	-	100%	-	97%	100%	-	95%	95%	97%	90%
Not Included in Accountability: Mobile	3%	6%	4%	13%	0%	4%	-	0%	-	0%	0%	-	3%	4%	3%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	12%	2%	1%	0%	0%	1%	-	0%	-	3%	0%	-	1%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	10%	2%	1%	0%	0%	1%	-	0%	-	3%	0%	-	1%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	89%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	83%	93%	95%	89%	100%	96%	-	100%	-	100%	100%	-	96%	95%	97%	92%
Not Included in Accountability: Mobile	3%	6%	5%	11%	0%	4%	-	0%	-	0%	0%	-	4%	5%	3%	8%
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	11%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	10%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	88%	96%	98%	100%	100%	97%	-	100%	-	90%	100%	-	95%	99%	99%	100%
Included in Accountability	84%	89%	92%	86%	100%	92%	-	100%	-	90%	100%	-	89%	94%	96%	91%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	7%	5%	14%	0%	5%	-	0%	-	0%	0%	-	5%	5%	3%	9%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	12%	4%	2%	0%	0%	3%	-	0%	-	10%	0%	-	5%	1%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	10%	4%	2%	0%	0%	3%	-	0%	-	10%	0%	-	5%	1%	1%	0%
<b>Science</b>																
Assessment Participant	87%	99%	100%	100%	100%	100%	-	100%	-	*	*	-	100%	100%	100%	100%
Included in Accountability	84%	95%	98%	80%	100%	100%	-	100%	-	*	*	-	100%	97%	100%	83%
Not Included in Accountability: Mobile	3%	4%	2%	20%	0%	0%	-	0%	-	*	*	-	0%	3%	0%	17%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	-	0%	0%	0%	0%
Not Tested	13%	1%	0%	0%	0%	0%	-	0%	-	*	*	-	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	*	*	-	0%	0%	0%	0%
Other	10%	1%	0%	0%	0%	0%	-	0%	-	*	*	-	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	87%	99%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
Included in Accountability	84%	97%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
Not Included in Accountability: Mobile	3%	2%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Not Tested	13%	1%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Absent	3%	0%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Other	10%	1%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	33%	63%	-	-	67%	-	-	-	*	-	-	71%	*	*	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	97.7%	<b>97.1%</b>	96.4%	97.7%	97.1%	-	98.3%	-	95.1%	98.3%	96.0%	*
2019-20	98.3%	98.5%	<b>98.6%</b>	98.7%	98.9%	98.4%	-	99.5%	-	98.0%	97.8%	98.4%	99.3%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	5.0%	<b>7.8%</b>	11.8%	7.0%	7.8%	-	6.7%	-	7.1%	0.0%	12.8%	*
2019-20	6.7%	1.8%	<b>0.8%</b>	0.0%	0.0%	1.3%	-	0.0%	-	0.0%	0.0%	0.8%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2019-20	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	*
2019-20	1.6%	0.0%	<b>0.0%</b>	0.0%	*	0.0%	-	*	-	0.0%	-	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	97.9%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Continued HS	3.9%	2.1%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Dropped Out	5.8%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates and TxCHSE	90.3%	97.9%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
<b>Class of 2020</b>													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	97.9%	100.0%	*	-	100.0%	-	-	-	*	-	100.0%	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	0.0%	0.0%	*	-	0.0%	-	-	-	*	-	0.0%	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	4.4%	0.0%	<b>0.0%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
2019-20	81.8%	89.1%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
2019-20	85.8%	89.1%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*

Texas Education Agency  
2021-22 Graduation Profile (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	19	100.0%	46	358,842
<b>By Ethnicity:</b>				
African American	4	21.1%	5	44,018
Hispanic	0	0.0%	6	183,306
White	13	68.4%	31	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	1	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	2	10.5%	3	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	0	0.0%	0	56,281
Foundation H.S. Program (Endorsement)	0	0.0%	0	13,582
Foundation H.S. Program (DLA)	19	100.0%	46	287,316
Special Education Graduates	0	0.0%	3	31,028
Economically Disadvantaged Graduates	11	57.9%	18	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	32,809
At-Risk Graduates	3	15.8%	10	155,884
CTE Completers	12	63.2%	31	99,076



2021-22 College, Career, and Military Readiness (CCMR) (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	100.0%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
2019-20	63.0%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	97.8%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
2019-20	53.4%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	95.7%	<b>100.0%</b>	*	-	100.0%	-	-	-	*	-	100.0%	-
2019-20	59.7%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	95.7%	<b>94.7%</b>	*	-	92.3%	-	-	-	*	-	100.0%	-
2019-20	47.9%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	91.3%	<b>94.7%</b>	*	-	92.3%	-	-	-	*	-	100.0%	-
2019-20	43.2%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	2.2%	<b>5.3%</b>	*	-	7.7%	-	-	-	*	-	0.0%	-
2019-20	21.1%	0.0%	<b>0.0%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	2.1%	0.0%	<b>0.0%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	91.3%	<b>94.7%</b>	*	-	92.3%	-	-	-	*	-	100.0%	-
2019-20	24.6%	96.4%	<b>90.9%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	4.0%	0.0%	<b>0.0%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	6.5%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	18.7%	5.5%	<b>0.0%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

2021-22 College, Career, and Military Readiness (CCMR) (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	0.0%	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	13.2%	0.0%	0.0%	*	-	0.0%	-	*	-	*	-	*	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	0.0%	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	0.7%	0.0%	0.0%	*	-	0.0%	-	*	-	*	-	*	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	0.0%	0.0%	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	2.4%	0.0%	0.0%	*	-	0.0%	-	*	-	*	-	*	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	6.5%	0.0%	*	-	0.0%	-	-	-	*	-	0.0%	-
2019-20	3.7%	5.5%	0.0%	*	-	0.0%	-	*	-	*	-	*	*

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	91.3%	<b>89.5%</b>	*	-	84.6%	-	-	-	*	-	90.9%	-
	2019-20	30.1%	96.4%	<b>81.8%</b>	*	-	100.0%	-	*	-	*	-	*	*
Mathematics	2020-21	19.4%	73.9%	<b>84.2%</b>	*	-	76.9%	-	-	-	*	-	81.8%	-
	2019-20	21.2%	90.9%	<b>90.9%</b>	*	-	100.0%	-	*	-	*	-	*	*
Both Subjects	2020-21	14.4%	69.6%	<b>78.9%</b>	*	-	69.2%	-	-	-	*	-	72.7%	-
	2019-20	16.4%	89.1%	<b>81.8%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
	2019-20	7.3%	1.8%	<b>9.1%</b>	*	-	0.0%	-	*	-	*	-	*	*
Mathematics	2020-21	10.3%	32.6%	<b>26.3%</b>	*	-	30.8%	-	-	-	*	-	27.3%	-
	2019-20	9.7%	10.9%	<b>9.1%</b>	*	-	0.0%	-	*	-	*	-	*	*
Both Subjects	2020-21	4.9%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
	2019-20	4.2%	1.8%	<b>9.1%</b>	*	-	0.0%	-	*	-	*	-	*	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	1.1%	<b>0.0%</b>	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
	2020	22.0%	0.0%	<b>0.0%</b>	0.0%	-	0.0%	-	*	-	*	-	0.0%	*
English Language Arts	2021	12.1%	1.1%	<b>0.0%</b>	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
	2020	12.7%	0.0%	<b>0.0%</b>	0.0%	-	0.0%	-	*	-	*	-	0.0%	*
Mathematics	2021	6.1%	0.0%	<b>0.0%</b>	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
	2020	6.4%	0.0%	<b>0.0%</b>	0.0%	-	0.0%	-	*	-	*	-	0.0%	*
Science	2021	8.7%	0.0%	<b>0.0%</b>	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
	2020	9.4%	0.0%	<b>0.0%</b>	0.0%	-	0.0%	-	*	-	*	-	0.0%	*
Social Studies	2021	11.6%	0.0%	<b>0.0%</b>	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
	2020	12.4%	0.0%	<b>0.0%</b>	0.0%	-	0.0%	-	*	-	*	-	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	*	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	*	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
2021-22 CCMR-Related Indicators (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	26.1%	<b>42.1%</b>	*	-	46.2%	-	-	-	*	-	36.4%	-
	2019-20	76.7%	78.2%	<b>81.8%</b>	*	-	87.5%	-	*	-	*	-	*	*
At/Above Criterion for All Examinees	2020-21	32.9%	58.3%	<b>62.5%</b>	*	-	66.7%	-	-	-	*	-	*	-
	2019-20	35.7%	74.4%	<b>55.6%</b>	-	-	57.1%	-	*	-	*	-	*	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1191	<b>1173</b>	*	-	1165	-	-	-	*	-	*	-
	2019-20	1019	1176	<b>1114</b>	-	-	1116	-	1220	-	1000	-	1450	-
English Language Arts and Writing	2020-21	504	618	<b>606</b>	*	-	603	-	-	-	*	-	*	-
	2019-20	513	598	<b>561</b>	-	-	564	-	590	-	510	-	720	-
Mathematics	2020-21	498	573	<b>566</b>	*	-	562	-	-	-	*	-	*	-
	2019-20	506	577	<b>553</b>	-	-	551	-	630	-	490	-	730	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	*	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.2	25.4	<b>24.0</b>	-	-	-	-	24.0	-	-	-	-	-
English Language Arts	2020-21	19.6	*	*	-	-	*	-	-	-	-	-	-	-
	2019-20	19.9	26.1	<b>22.5</b>	-	-	-	-	22.5	-	-	-	-	-
Mathematics	2020-21	19.9	*	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.1	23.8	<b>26.0</b>	-	-	-	-	26.0	-	-	-	-	-
Science	2020-21	20.3	*	*	-	-	*	-	-	-	-	-	-	-
	2019-20	20.5	24.8	<b>26.0</b>	-	-	-	-	26.0	-	-	-	-	-

2021-22 Other Postsecondary Indicators (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	84.2%	<b>79.4%</b>	75.0%	100.0%	75.6%	-	*	-	*	*	72.4%	*
	2019-20	46.3%	83.4%	<b>92.2%</b>	85.7%	*	91.5%	-	*	-	100.0%	-	91.7%	*
English Language Arts	2020-21	16.3%	45.0%	<b>30.6%</b>	37.5%	40.0%	27.3%	-	*	-	*	*	28.6%	*
	2019-20	18.2%	54.6%	<b>58.1%</b>	71.4%	*	54.3%	-	*	-	60.0%	-	54.2%	*
Mathematics	2020-21	19.3%	38.0%	<b>31.1%</b>	25.0%	40.0%	30.2%	-	*	-	*	*	28.6%	*
	2019-20	20.7%	29.1%	<b>25.8%</b>	0.0%	*	28.3%	-	*	-	20.0%	-	12.5%	*
Science	2020-21	20.6%	11.6%	<b>14.8%</b>	12.5%	0.0%	14.0%	-	*	-	*	*	14.3%	*
	2019-20	22.4%	10.1%	<b>8.2%</b>	0.0%	*	8.9%	-	*	-	20.0%	-	0.0%	*
Social Studies	2020-21	22.8%	54.7%	<b>66.0%</b>	60.0%	60.0%	65.8%	-	*	-	*	*	63.6%	*
	2019-20	24.6%	51.4%	<b>56.4%</b>	71.4%	*	52.5%	-	-	-	60.0%	-	52.2%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	*	-	0.0%	-	-	-	*	-	0.0%	-
	2019-20	58.5%	100.0%	<b>100.0%</b>	*	-	100.0%	-	*	-	*	-	*	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	69.1%	<b>72.7%</b>	*	-	75.0%	-	*	-	*	-	*	*
	2018-19	52.6%	71.4%	<b>78.6%</b>	-	-	75.0%	*	*	-	-	-	50.0%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
2021-22 Student Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	239	100.0%	853	5,402,928	239	100.0%	853	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	20	8.4%	5.9%	6.8%	20	8.4%	5.9%	6.8%
Grade 1	22	9.2%	9.6%	7.1%	22	9.2%	9.6%	7.1%
Grade 2	20	8.4%	8.9%	7.1%	20	8.4%	8.9%	7.1%
Grade 3	20	8.4%	9.7%	7.1%	20	8.4%	9.7%	7.1%
Grade 4	22	9.2%	7.4%	7.1%	22	9.2%	7.4%	7.1%
Grade 5	21	8.8%	7.6%	7.2%	21	8.8%	7.6%	7.2%
Grade 6	23	9.6%	8.7%	7.4%	23	9.6%	8.7%	7.4%
Grade 7	23	9.6%	9.4%	7.7%	23	9.6%	9.4%	7.7%
Grade 8	19	7.9%	7.6%	7.9%	19	7.9%	7.6%	7.8%
Grade 9	12	5.0%	6.6%	8.8%	12	5.0%	6.6%	8.8%
Grade 10	10	4.2%	6.8%	7.6%	10	4.2%	6.8%	7.5%
Grade 11	18	7.5%	6.2%	7.2%	18	7.5%	6.2%	7.2%
Grade 12	9	3.8%	5.6%	6.7%	9	3.8%	5.6%	6.7%
<b>Ethnic Distribution:</b>								
African American	17	7.1%	6.7%	12.8%	17	7.1%	6.7%	12.8%
Hispanic	52	21.8%	19.5%	52.8%	52	21.8%	19.5%	52.7%
White	141	59.0%	64.0%	26.3%	141	59.0%	64.0%	26.3%
American Indian	1	0.4%	0.6%	0.3%	1	0.4%	0.6%	0.3%
Asian	15	6.3%	4.1%	4.8%	15	6.3%	4.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	13	5.4%	5.0%	2.9%	13	5.4%	5.0%	2.9%
<b>Sex:</b>								
Female	126	52.7%	49.6%	48.9%	126	52.7%	49.6%	48.8%
Male	113	47.3%	50.4%	51.1%	113	47.3%	50.4%	51.2%
<b>Economically Disadvantaged</b>								
Economically Disadvantaged	98	41.0%	33.5%	60.7%	98	41.0%	33.5%	60.6%
Non-Educationally Disadvantaged	141	59.0%	66.5%	39.3%	141	59.0%	66.5%	39.4%
Section 504 Students	17	7.1%	10.6%	7.4%	17	7.1%	10.6%	7.4%
EB Students/EL	4	1.7%	2.5%	21.7%	4	1.7%	2.5%	21.7%

Texas Education Agency  
2021-22 Student Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	15	6.3%	7.0%	5.0%	15	6.3%	7.0%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	2	0.8%	0.2%	2.0%	2	0.8%	0.2%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	239	100.0%	28.7%	64.3%	239	100.0%	28.7%	64.3%
Military Connected	25	10.5%	12.8%	3.3%	25	10.5%	12.8%	3.3%
At-Risk	85	35.6%	30.9%	53.5%	85	35.6%	30.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	4	1.7%	2.5%	21.9%	4	1.7%	2.5%	21.8%
Career and Technical Education	65	27.2%	37.9%	25.8%				
Career and Technical Education (9-12 grades only)	44	89.8%	94.4%	71.0%				
Gifted and Talented Education	9	3.8%	7.6%	8.0%	9	3.8%	7.6%	8.0%
Special Education	17	7.1%	9.1%	11.6%	17	7.1%	9.1%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	17							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	19.2%	43.0%				
Students with Physical Disabilities	9	52.9%	48.7%	20.8%				
Students with Autism	*	*	19.2%	14.7%				
Students with Behavioral Disabilities	0	0.0%	12.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	25	10.3%	17.8%	13.6%				
By Ethnicity:								
African American	2	0.8%	1.2%	2.5%				
Hispanic	3	1.2%	3.8%	6.6%				
White	19	7.8%	11.8%	3.5%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	14.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	1	25.0%	7.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	11	9.4%	17.8%	15.0%				

Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	55	24.0%	22.3%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	5.3%	4.3%	1.9%	-	50.0%	5.2%
Grade 1	5.6%	6.8%	2.9%	0.0%	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	5.6%	5.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	1.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	5.6%	1.7%	0.7%	-	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	0.0%	0.0%	10.5%	0.0%	0.0%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	20.0	16.5	18.7
Grade 1	22.0	20.4	18.7
Grade 2	20.0	19.0	18.6
Grade 3	20.0	20.7	18.7
Grade 4	22.0	20.8	18.8
Grade 5	21.0	21.9	20.2
Grade 6	23.0	24.8	19.2
<b>Secondary:</b>			
English/Language Arts	12.2	16.7	16.3
Foreign Languages	7.0	2.9	18.4
Mathematics	14.2	15.9	17.5



Texas Education Agency  
2021-22 Student Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Class Size Information	Campus	District	State
Science	16.4	18.8	18.5
Social Studies	10.8	14.7	19.1

Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	20.1	100.0%	100.0%	100.0%
Professional Staff:	17.1	85.3%	82.7%	64.1%
Teachers	15.1	75.1%	63.4%	49.3%
Professional Support	1.1	5.3%	11.5%	10.7%
Campus Administration (School Leadership)	1.0	5.0%	3.3%	2.9%
Educational Aides:	2.9	14.7%	7.4%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	2.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	2.4	12.0%	10.4%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	1.0	6.6%	3.5%	28.9%
White	14.0	92.8%	92.2%	56.4%
American Indian	0.0	0.0%	1.8%	0.3%
Asian	0.0	0.0%	1.8%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.6%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	1.9	12.4%	14.0%	24.1%
Females	13.2	87.6%	86.0%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	6.0	39.7%	46.8%	72.6%
Masters	9.1	60.3%	53.2%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	0.0%	7.9%
1-5 Years Experience	5.2	34.4%	46.8%	26.7%
6-10 Years Experience	4.9	32.8%	20.9%	20.6%
11-20 Years Experience	3.9	26.2%	27.0%	28.6%
21-30 Years Experience	1.0	6.6%	5.3%	13.2%

Texas Education Agency  
2021-22 Staff Information (TAPR)

UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	15.9	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	4.0	6.3
Average Years Experience of Principals with District	1.0	3.0	5.4
Average Years Experience of Assistant Principals	0.0	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	0.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	9.1	8.3	11.1
Average Years Experience of Teachers with District:	2.7	3.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	-	\$51,054
1-5 Years Experience	\$46,556	\$45,916	\$54,577
6-10 Years Experience	\$49,612	\$50,791	\$57,746
11-20 Years Experience	\$56,873	\$55,479	\$61,377
21-30 Years Experience	\$60,240	\$60,320	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$51,169	\$50,277	\$58,887
Professional Support	\$56,054	\$57,427	\$69,505
Campus Administration (School Leadership)	\$77,000	\$76,079	\$84,990
Instructional Staff Percent:	n/a	78.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.8	5.5%	7.2%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	13.7	90.7%	88.3%	70.8%

Texas Education Agency  
2021-22 Staff Information (TAPR)

**UT TYLER UNIVERSITY ACADEMY AT PALESTINE (212804103) - UT TYLER UNIVERSITY ACADEMY - SMITH COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	0.6	3.9%	4.5%	9.6%
Other	0.0	0.0%	0.0%	3.5%

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

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

## **SECTION 2**

### **PEIMS Financial Standard Reports (2020-2021 Actual Reports)**

The financial section of the TAPR is provided by the Texas Education Agency's Office of School Finance.

Finance Reports for UTTUA are included in this section of the Annual Report but can also be accessed online from the last page of the TAPR or at <https://tea.texas.gov/financialstandardreports/>.

**2020 - 2021 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 827**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$8,082,405	99.98%	\$9,773	\$8,267,616	94.24%	\$9,997	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$0	0.00%	\$0	\$385,848	4.40%	\$467	\$8,899,057,269	14.43%	\$1,661
Other Local	\$1,695	0.02%	\$2	\$119,645	1.36%	\$145	\$1,829,823,955	2.97%	\$341
<b>Total Operating Revenue</b>	<b>\$8,084,100</b>	<b>100.00%</b>	<b>\$9,775</b>	<b>\$8,773,109</b>	<b>100.00%</b>	<b>\$10,608</b>	<b>\$61,653,495,537</b>	<b>100.00%</b>	<b>\$11,505</b>
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$939,273,230	9.02%	\$175
<b>Total Other Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$10,408,865,906</b>	<b>100.00%</b>	<b>\$1,942</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$8,084,100</b>	<b>100.00%</b>	<b>\$9,775</b>	<b>\$8,773,109</b>	<b>100.00%</b>	<b>\$10,608</b>	<b>\$72,062,361,443</b>	<b>100.00%</b>	<b>\$13,447</b>
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	100.00%	\$554
<b>Total Recaptured Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$2,970,608,744</b>	<b>100.00%</b>	<b>\$554</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$8,084,100</b>	<b>100.00%</b>	<b>\$9,775</b>	<b>\$8,773,109</b>	<b>100.00%</b>	<b>\$10,608</b>	<b>\$75,032,970,187</b>	<b>100.00%</b>	<b>\$14,002</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,509,216,302	17.37%	\$468
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$14,447,029,635</b>	<b>100.00%</b>	<b>\$2,696</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$8,084,100</b>	<b>100.00%</b>	<b>\$9,775</b>	<b>\$8,773,109</b>	<b>100.00%</b>	<b>\$10,608</b>	<b>\$86,509,391,078</b>	<b>100.00%</b>	<b>\$16,143</b>
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$5,909,526	84.39%	\$7,146	\$6,336,118	82.69%	\$7,662	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$354,251	5.06%	\$428	\$436,590	5.70%	\$528	\$5,485,075,586	9.22%	\$1,024
Supplies & Materials (Object 63xx)	\$705,124	10.07%	\$853	\$849,679	11.09%	\$1,027	\$5,314,672,096	8.93%	\$992

**2020 - 2021 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 827**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$33,440	0.48%	\$40	\$39,737	0.52%	\$48	\$1,370,305,583	2.30%	\$256
<b>Total Operating Expenditures by Object</b>	<b>\$7,002,341</b>	<b>100.00%</b>	<b>\$8,467</b>	<b>\$7,662,124</b>	<b>100.00%</b>	<b>\$9,265</b>	<b>\$59,516,182,044</b>	<b>100.00%</b>	<b>\$11,106</b>
<b>Non-Operating Expenditures by Object</b>									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Object</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$19,778,323,488</b>	<b>100.00%</b>	<b>\$3,691</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$7,002,341</b>	<b>100.00%</b>	<b>\$8,467</b>	<b>\$7,662,124</b>	<b>100.00%</b>	<b>\$9,265</b>	<b>\$79,294,505,532</b>	<b>100.00%</b>	<b>\$14,797</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction(Function 11,95)	\$4,673,429	66.74%	\$5,651	\$4,989,632	65.12%	\$6,033	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$3,701	0.05%	\$4	\$3,701	0.05%	\$4	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$288,545	4.12%	\$349	\$420,994	5.49%	\$509	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$80,131	1.14%	\$97	\$80,131	1.05%	\$97	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$483,128	6.90%	\$584	\$488,401	6.37%	\$591	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$186,963	2.67%	\$226	\$243,314	3.18%	\$294	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$2,377	0.03%	\$3	\$2,377	0.03%	\$3	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$66,978	0.96%	\$81	\$104,559	1.36%	\$126	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$10,665	0.15%	\$13	\$10,665	0.14%	\$13	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$32,701	0.47%	\$40	\$49,885	0.65%	\$60	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$9,927	0.14%	\$12	\$25,247	0.33%	\$31	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$516,698	7.38%	\$625	\$522,348	6.82%	\$632	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$540,610	7.72%	\$654	\$540,610	7.06%	\$654	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$972	0.01%	\$1	\$972	0.01%	\$1	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$78,675	1.12%	\$95	\$78,675	1.03%	\$95	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$4,330	0.06%	\$5	\$78,102	1.02%	\$94	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$22,511	0.32%	\$27	\$22,511	0.29%	\$27	\$17,765,501	0.03%	\$3
<b>Total Operating Expenditures by Function</b>	<b>\$7,002,341</b>	<b>100.00%</b>	<b>\$8,467</b>	<b>\$7,662,124</b>	<b>100.00%</b>	<b>\$9,265</b>	<b>\$59,516,182,044</b>	<b>100.00%</b>	<b>\$11,106</b>
<b>Non-Operating Expenditures by Function</b>									

**2020 - 2021 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 827**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Function</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$7,002,341	100.00%	\$8,467	\$7,662,124	100.00%	\$9,265	\$79,294,505,532	100.00%	\$14,797
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$4,254,143	60.75%	\$5,144	\$4,480,031	58.47%	\$5,417	\$25,274,728,911	42.47%	\$4,716
Gifted and Talented (PIC 21)	\$10,391	0.15%	\$13	\$10,391	0.14%	\$13	\$407,913,365	0.69%	\$76
Career and Technical (PIC 22)	\$449,541	6.42%	\$544	\$478,849	6.25%	\$579	\$1,964,869,701	3.30%	\$367
Students with Disabilities (PICs 23,33)	\$396,475	5.66%	\$479	\$519,174	6.78%	\$628	\$7,563,730,764	12.71%	\$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	\$378,969	5.41%	\$458	\$422,829	5.52%	\$511	\$5,468,145,158	9.19%	\$1,020
Bilingual (PICs 25,35)	\$15,701	0.22%	\$19	\$15,701	0.20%	\$19	\$702,535,245	1.18%	\$131
High School Allotment (PIC 31)	\$15,514	0.22%	\$19	\$15,514	0.20%	\$19	\$91,476,602	0.15%	\$17
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$561,611,446	0.94%	\$105
Early Education Allotment (PIC 36)	\$17,146	0.24%	\$21	\$17,146	0.22%	\$21	\$1,125,006,152	1.89%	\$210
Dyslexia or Related Disorder Services (PIC 37)	\$140,478	2.01%	\$170	\$140,478	1.83%	\$170	\$299,949,455	0.50%	\$56
College, Career, and Military Readiness (CCMR) (PIC 38)	\$112,068	1.60%	\$136	\$112,068	1.46%	\$136	\$311,574,001	0.52%	\$58
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,119,281,429	1.88%	\$209
Un-Allocated (PIC 99)	\$1,211,915	17.31%	\$1,465	\$1,449,943	18.92%	\$1,753	\$14,625,359,815	24.57%	\$2,729
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$7,002,341	100.00%	\$8,467	\$7,662,124	100.00%	\$9,265	\$59,516,182,044	100.00%	\$11,106
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$7,002,341	100.00%	\$8,467	\$7,662,124	100.00%	\$9,265	\$79,294,505,532	100.00%	\$14,797



**2020 - 2021 Actual Financial Data**  
**Totals for UT TYLER UNIVERSITY ACADEMY (212804)**  
**Total Enrolled Membership: 827**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$7,002,341	100.00%	\$8,467	\$7,662,124	100.00%	\$9,265	\$59,516,182,044	70.68%	\$11,106
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	12.32%	\$1,936
<b>Total Disbursements</b>	\$7,002,341	100.00%	\$8,467	\$7,662,124	100.00%	\$9,265	\$84,205,696,630	100.00%	\$15,713
<b>Net Assets**</b>									
<b>Net Assets</b>									
Unrestricted Net Assets	\$0		\$0	\$1,889,760		\$2,285	\$613,944,177		\$1,679
Temporary Restricted Net Assets	\$0		\$0	\$164,726		\$199	\$1,351,729,922		\$3,696
<b>Total Net Asset Balance**</b>	\$0		\$0	\$2,210,483		\$2,673	\$1,965,884,325		\$5,375
<b>Net Assets Reconciliation</b>									
2019-2020 Total Net Assets (Previous Year)	\$0		\$0	\$1,095,690		\$1,298	\$1,581,100,499		\$4,696
2020-2021 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$1,110,994		\$1,343	\$373,460,466		\$1,021
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$-4,088,370		\$-11
2020-2021 Uncommon Items	\$0		\$0	\$3,799		\$5	\$15,411,730		\$3
<b>2020-2021 Total Net Assets</b>	\$0		\$0	\$2,210,483		\$2,673	\$1,965,884,325		\$5,375

**SECTION 3**  
**Accreditation Status**

Each district's Annual Report must include the 2021-2022 accreditation status according to TEC §39.051.

Due to COVID, accreditation was not issued in the 2021-2022 school year. See the letter from TEA, which suspends the assignment of accreditation status until the 2022-2023 school year.

The accreditation status history for UTTUA can also be accessed online at <https://tea.texas.gov/accredstatus/>.



## To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

<b>DATE:</b>	<b>January 20, 2022</b>
<b>SUBJECT:</b>	<b>2021-2022 Assignment of Accreditation Statuses</b>
<b>CATEGORY:</b>	<b>Accreditation</b>
<b>NEXT STEPS:</b>	<b>Share with Appropriate Staff</b>

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](https://tea.texas.gov/sites/default/files/ch097ee.pdf) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state’s financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at [accred@tea.texas.gov](mailto:accred@tea.texas.gov).

Sincerely,

Jeff Cottrill  
Deputy Commissioner of Governance & Accountability

## **SECTION 4**

### **Campus Performance Objectives**

Texas Education Code, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting those objectives.



2021-2022 UTTUA

District Comprehensive Needs Assessment & District  
Continuous Improvement Plan

## **STATEMENT OF PURPOSE**

The UT Tyler University Academy is a public university charter laboratory STEM Academy authorized to provide K-12 educational programming.

## **VISION STATEMENT**

The UT Tyler University Academy seeks to be a national model for STEM education innovation as a STEM Academy and University Laboratory School.

## **INSTITUTIONAL MISSION**

The UT Tyler University Academy prepares students to be STEM College Ready with a focus on 21st Century skills.

## **INSTITUTIONAL GOALS**

- I. UTTUA will be a model STEM Academy preparing students for the 21<sup>st</sup> Century.
- II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
- III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
- IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
- V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
- VI. UTTUA will be a research and development laboratory to identify and verify best-practices in STEM Education.

## **COMPREHENSIVE NEEDS ASSESSMENT AND DISTRICT IMPROVEMENT PLAN PROCESS**

UT Tyler University Academy engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District Improvement plan.

- **Data Gathering:** The district collects data from a variety of sources, located in the Comprehensive Needs Assessment Data document, to identify strengths and weaknesses.
- **Meetings:** Members are selected to serve on the District Improvement Plan through volunteers, recommendations, and identification of people representing various stakeholder groups. The meeting was held on July 12, 2021. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for November 9, 2021, March 22, 2022, and June 14, 2022.
- **Needs Assessment:** After meetings with decision-makers, the needs assessment is summarized and documented within the District Improvement Plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- **District Plan:** The District Improvement Plan is developed based on the strengths and weaknesses identified in the needs assessment. In the late spring/early summer, the District Improvement Plan is written.

## **DISTRIBUTION**

- **District Improvement Plan:** The DIP is posted on the website in both English and Spanish at <https://www.uttua.org/district-information/improvement-plans>. Hard copies are also available at the office of each campus upon request.
- **District Parent and Family Engagement Policy:** The PFE policy is posted in both English and Spanish on the website at <https://www.uttua.org/district-information/school-board>. Hard copies are also available at the office of each campus upon request.
- **School-Parent Compact:** A hard copy of the campus School-Parent compact is distributed to families each year. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- **Translations:** These documents are provided in English and Spanish. Should another language be needed, please contact the campus office for assistance.

## **POVERTY CRITERIA**

UT Tyler University Academy determines Title I eligibility by utilizing the self-reporting of Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and household income.

## **SCHOOLWIDE PROGRAMS**

UT Tyler University Academy at Palestine is the only Title 1 campus within the district. The Title 1 program helps children served under Title I, Part A to meet the challenging State academic standards by providing after-school enrichment opportunities for students, professional development to teachers to increase student achievement, targeted interventions for students through the use of intervention staff, student school supplies, and community outreach to support connections between the school, home, and community.

UT Tyler University Academy will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers by reviewing teacher certifications, teacher evaluations, state assessment data, and through the comprehensive needs assessment.

## **STATE COMPENSATORY EDUCATION**

### **State of Texas At-Risk Student Eligibility Criteria:**

A student under 21 years of age and who:

- Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
- Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
- Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- Is pregnant or is a parent
- Has been placed in an AEP during the preceding or current school year
- Has been expelled during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS



- Is homeless
- Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
- Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

### State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: The PEIMS Coordinator obtains STAAR results from DMAC, the ERI results from the Instructional Coach, ESL status from the Director of Special Programs, grades from report cards each semester, TREX records, and parent disclosures.

The process we use to exit students from the SCE program who no longer qualify is: The PEIMS Coordinator reviews the students that are coded as at-risk from the prior year each Fall to identify students who do not meet the at-risk eligibility criteria and remove the at-risk coding.

The comprehensive, intensive, accelerated instruction program at this district provides accelerated instruction focused on the student's individual needs identified through data through intervention periods within the school day and after school.

## **HOMELESS CHILDREN AND YOUTH**

In order to provide homeless children and youth support in enrollment, attendance and supports for success, the district begins by training the Admins on each campus on the data collection process for enrollment each year. As part of the yearly enrollment process, each family is required to complete a residency questionnaire. As the forms are completed, they are sent to the PEIMS Coordinator to review. Based on the information provided in the residency questionnaire, students are identified who may qualify as being homeless children and youth. The PEIMS coordinator reaches out to the family if there is any additional information needed. Once students are identified as being homeless children and youth, they are coded in our system as homeless children and youth and are also coded as ECD which qualifies them for a free breakfast each day. Additionally, the directors work with the homeless children and youth as well as their families to determine if additional support is needed for the student to be successful.

## **FEDERAL PROGRAMS BUDGET ALLOCATION**

Title I, Part A provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title II, Part A is focused on increasing student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III, Part A aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English.

Title IV, Part A increase the capacity of state education agencies, local educational agencies (LEAs), campuses, and communities to meet the following three goals: provide all students access to a well-rounded education, improve school conditions for student learning (safe and healthy students), and improve the use of technology to improve the academic outcomes and digital literacy of students.

<p align="center"><b>Title I</b>  <b>\$112,767</b>  <b>*Strategies Reflected in Palestine CIP*</b></p>	<p align="center"><b>Title II</b>  <b>\$22,656</b></p>	<p align="center"><b>Title III</b></p>	<p align="center"><b>Title IV</b>  <b>\$10,000</b></p>
<p>Payroll</p> <ul style="list-style-type: none"> <li>• \$62,526- School Aides</li> </ul> <p>Professional and Contracted Services</p> <ul style="list-style-type: none"> <li>• \$5,000- YMCA</li> </ul> <p>Supplies and Materials</p> <ul style="list-style-type: none"> <li>• \$52,524- School Supplies for Students and Professional Development Supplies</li> </ul> <p>Other Operating Costs</p> <ul style="list-style-type: none"> <li>• \$7,000- Food for Working Lunches During Professional Development</li> </ul>	<p>Professional and Contracted Services</p> <ul style="list-style-type: none"> <li>• \$23,715 PLTW Fees for Professional Development</li> </ul>	<p>Shared Services Agreement</p> <ul style="list-style-type: none"> <li>• All funds given to Region VII</li> </ul>	<p>Supplies and Material</p> <ul style="list-style-type: none"> <li>• \$10,000 PLTW Consumables</li> </ul>

UT Tyler University Academy prioritizes Title II, Part A and Title IV funds for use at campuses serving the highest percentages of low-income students.

Project Lead The Way (PLTW) provides transformative learning experiences for PreK-12 students through an engaging, hands-on classroom environment. The PLTW courses empower students to develop in-demand knowledge and skills they need to thrive. The pathways offered are computer science, engineering, and biomedical science.

## School Board Members

Dr. Michael Odell	Dr. Yanira Oliveras-Ortiz
Dr. Dominick Fazarro	Dr. Joanna Neel
Eric Semlear	Mr. Jeffry Kennemer
Mr. Danny Rodriguez	Faculty Advisor: Dr. Wes Hickey

## Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Ummi Bodede, Campus Director
Jaclyn Pedersen, Director of Curriculum	Aimee Dennis, Director of Special Programs and Leadership
	Kelly Dyer, Science Coach
Jennifer Rasberry, ELAR Coach	Rachel Hawkins, Campus Director
Samantha Rector, Math Coach	Michael Odell, University Professor
Kathy Parker, Career Counselor	Katie Adams, Campus Director
Dalton Abrams, Technology Director	Jaema Krier, Director of Administration
Jaime Burke-Hicks, Longview Teacher	, Longview Parent
Karen Buckland, Palestine Teacher	Candy Bowman, Palestine Parent
Bailey Greer, Tyler Teacher	Ludy Sorrentino, Tyler Parent

# UT Tyler University Academy

## District Goals

**Goal 1:** At UT Tyler University Academy, all students will meet or master the challenging state academic standards while maintaining progress to become University ready.

**Goal 2:** At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

**Goal 3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

**Goal 4:** At UT Tyler University Academy, the district will promote high-quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

**Goal 5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus on STEM education and university readiness.

### Comprehensive Needs Assessment Narrative

## Demographics

### Demographic Summary

UT Tyler University Academy is an open enrollment charter school with a campus in Longview, Palestine, and Tyler.. The numbers for enrollment are 636 for 2016-2017, 700 for 2017-2018, 738 for 2018-2019, 844 for 2019-2020, and 827 for 2020-2021.

**Staff 2020-2021:**

Based upon the TAPR 2019-20209, University Academy employed 83.7staff members. Of the 83.7staff members,54.8 (65.5%) members are teachers, 9.3 (11.1%)professional support staff, 3.5 (4.2%)campus administrators, 6.3 (7.5%)central administration, 3.9 (4.6%)educational aides, 5.9 (7.0%)auxiliary staff, 1 full time counselor. The ethnicity breakdown for the teaching staff was 3.0 (5.5%)Hispanic, 50. 5 (92.2%) White, 1 (2%) American Indian, 0.3 (0.5%)Two or More Races. Females made up 45 (83% of the educators and males represented 9 (17%%).

Our district employed 8 (14.6%) beginning teachers, 17.8 (32.5%)at 1-5 years of experience, 10.5 (19%) at 6-10 years, 16.3 (29.7%) at 11-20 years, and 2.2 (4%)at 20 years of experience or more. Our teacher turnover rate is at 28.7% for the 2018-2019 school year. Advanced degrees are held by 28.6 (52%) of our teachers.

**Students:**

UT Tyler University Academy does not discriminate on the basis of any demographic characteristics nor do we target enrollment based on demographics. Based upon data from 2016-2020 the Asian population increased from 15 to 35 students (2.4% to 3%), African American population increased from 28 to 48 students (4.4% to 6.1%), Hispanic population increased in student numbers from 85 to 129 students but decreased in overall percentage of students (13.4% to 12.6%), White population increased from 472 to 581 students but decreased in overall percentage of students (74.2% to 71.5%), and Two or More Races increased from 32 to 42 students (5% to 5.4%). Economically disadvantaged students increased from 146 to 286 (23% to 33.89%). Females are underrepresented in the STEM field and according to PEIMS Data from 2016-2020, we have increased the number of female students from 288 to 408 female students (28% to 34%). We have reserved Title 1 funding for homeless student services if homeless students enroll in the district. The poverty criteria that the district utilizes are the self-reporting of Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and household income.

**Demographics Strengths**

Enrollment in underrepresented populations increased and a greater number of students identified as economically disadvantaged.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to decrease teacher turnover.

**Problem Statement 2:** There is a need to continue to increase ethnically diverse teachers.

**Problem Statement 3:** There is a need to hire teachers with greater amounts of experience.

**Problem Statement 4:** There is a need for increased enrollment in upper grade levels.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Student achievement is measured in a variety of ways from the classroom level with PBL/PrBL to the district level in terms of TPRI, TEMI, STAAR, TSI, SAT/ACT and dual credit success. In regards to measuring student achievement, the most effective way the district has found is to evaluate individual student progress in each academic area.

**Student Academic Achievement Strengths:** The district improved from an overall B rating to an A rating from the 2017-2018 to the 2018-2019 school year, with an overall improvement in Domain 1 in all sub-pops. ELAR made improvements in almost all sub-pops with the exception of the EL students. Math scores made progress in the ‘All’ category.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There is a need to continue improvement in math in all areas as there was progress made in some grade levels, but declines in other grade levels. . **Root Cause:** RTI processes are present, however due to the pandemic, in the 2020-2021 school year, students started the school year with larger gaps than typical, some students were taught remotely, some were in and out of the classroom due to illness as were teachers.

Consistent instruction to the model was a challenge this school year. Targeted interventions were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was tracked from a range of assessments throughout the 2020-2021 school year, but without a relevant reference point to STAAR due to the test not given the year before..

**Problem Statement 2:** There is a need to improve scores in every subject within the African American sub-pop. **Root Cause:** RTI processes were present, however due to the pandemic, in the 2020-2021 school year, students started the school year with larger gaps than typical, some students were taught remotely, some were in and out of the classroom due to illness as were teachers. Consistent instruction to the model was a challenge this school year.. Targeted tutorials were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was tracked from a range of assessments throughout the year, but without a relevant reference point to STAAR due to the test not given the year before.

**Problem Statement 3:** There is a need to improve scores in every subject within the ECD sub-pop. **Root Cause:** RTI process present, however due to the pandemic, in the 2020-2021 school year, students started the school year with larger gaps than typical, some students were taught remotely, some were in and out of the classroom due to illness as were teachers. Consistent instruction to the model was a challenge this school year.. Targeted tutorials were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was tracked from a range of assessments throughout the year, but without a relevant reference point to STAAR due to the test not given the year before..

## **Staff Quality, Recruitment and Retention**

### **Staff Quality, Recruitment and Retention Summary**

Teachers are recruited through various avenues, including the UT Tyler Job Portal, UTTUA Website, Region 7 Employment, TASA Job Portal, as well as through job fairs. The charter requires a Bachelor's degree for all teachers per state law, and certification for those in the core subject areas of Math, Science, English/Language Arts, and Social Studies. The charter works to employ certified teachers in all subject areas and actively promotes enrollment in an EPP/Intern program, either through UT Tyler's programs or outside providers. The charter boasts a competitive salary schedule that builds on experience, loyalty to the district, and promotion to Distinguished Teacher status. Teachers are provided competitive benefits, including free medical coverage for the employee and low cost premiums for dependents. Full tuition scholarships are also provided to employees, their spouses, and dependent children. Employees are expected to pursue their Masters as part of their promotion plan to Distinguished Teacher. They have 5 years to complete this requirement.

Teachers are supported through an instructional coaching model. Benchmark and survey data help drive the need for continued improvement and professional development for teachers. The curriculum team evaluates student and teacher data to make recommendations for professional development to the Superintendent. Teachers complete year-end portfolios that are reviewed and assessed for areas of growth and assigned professional development based on those needs. Staff participate in various trainings including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, Choose Love training, security/safety/emotional trauma training, content specific TEKS training, GT/ESL trainings, etc.

Teacher retention rates have averaged around 70% over the past two years; 67.7% in 2017-2018 and 71.3% in 2018-2019. Student to teacher ratios over the past two years has been 15.6:1 in 2017-2018 and 13.8:1 in 2018-2019.



### **Staff Quality, Recruitment and Retention Strengths:**

Benefit packages, promotion plan, and campus culture play a large part in our recruitment and retention efforts.

### **Problem Statements Identifying Staff Quality, Recruitment and Retention**

**Problem Statement 1:** Ability to recruit teachers in high needs areas; Math, Science, CTE (engineering, computer science, etc.). **Root Cause:**

Limited candidate pool in these certification areas as well in geographical location (Palestine in particular).

**Problem Statement 2:** Recruitment of qualified and experienced teachers in secondary subjects, particularly PE. **Root Cause:** Limited candidate pool in some subject areas and constraints in our campus schedules due to number of sections and being K-12.

**Problem Statement 3:** Ability to retain teachers in the classroom after completion of promotion plan; they want upward mobility and leave for other job opportunities. **Root Cause:** Primarily the desire for employees to promote with limited leadership/administrative positions, but also limited salary structure; this will hopefully be resolved based on HB3 and a revised salary schedule, but has yet to be confirmed at this time. Also, the size of campuses and number of classroom sections result in teachers with multiple preps and span from Middle-School to High School, leading to mobility back to ISDs for less preps and single subject assignments.

## **Technology**

### **Technology Summary**

University Academy utilizes technology for students in all grade levels to enhance instruction through a blended learning model. Instructional Coaches work with teachers closely on a daily basis to help teachers better implement technology in their classrooms and support the use of software. Teachers have the opportunity to participate in professional development to implement technology through PLTW, Learning Management Systems, ST Math, IXL, Stemscores, LexiaCore5, Edgenuity, Active Classroom. The use of these softwares has had an overall positive impact on student performance as it allows for meeting the students at their functional level. The curriculum department reviews the use of and the effectiveness of each software program in each content area yearly while also gathering feedback from teachers and students. The curriculum department decides yearly which resources to move forward with for the upcoming year. Software is varied by need in each subject area such as remediation, rigor, skills practice and application.

### **Technology Strengths:**

Strengths within technology for UT Tyler University Academy is being able to keep up with modern technology, ability of devices, software access, and having a variety of technology resources.

### **Problem Statements Identifying Technology**

**Problem Statement 1:** There is a need for updating laptop devices for teachers. **Root Cause:** Using technology that is aging out.

**Problem Statement 2:** There is a need to continue software training to help teachers better implement technology in their classroom. **Root Cause:**

**Problem Statement 3:** There is a need to increase the bandwidth to allow for student growth in enrollment. **Root Cause:** As the district grows, there will be more students utilizing bandwidth.

**Problem Statement 4:** There is a need to update and/or purchase additional technology to ensure that there is enough technology for remote students. **Root Cause:** The devices would not support the platforms needed.

## **Family and Community Involvement/Engagement**

### **Family and Community Involvement/Engagement Summary**

Families and community members have the opportunity to be involved in meaningful activities that support students' learning through presentations, feedback from professionals throughout PBL process, STEM Nights, Design Team meetings, Parent University/Open House events, Math Nights, Meet the Teacher events, Award Ceremonies, Field Days/Patriot Reward Days, Parent Conferences, PTO Meetings, Holiday Activities, Observing Classes, and Volunteering. Due to the pandemic, in the 2020-2021 school year, engagement was limited to virtual interactions to promote the health and safety of the organization. We participate in several UT Tyler student and community engagement activities. We have a liaison that assists families with filling out FAFSA, scholars go to Patriot Day, and scholars also participate in the top 25% day hosted by UT Tyler. Families and community members are involved in campus decision-making through Design Team Meetings, Parent surveys, PTO meetings, School Board Meetings, and Town-Hall meetings. To assist families that speak languages other than English, the school communicates in those languages through a translator for conferences, Google translate for emails, and family members to assist with translating. The services that are available to support parents of students in sub-populations are food service, After School Enrichment Program, Region VII trainings, RTI, Special Education Inclusion, Dyslexia services, Counseling services, speech services, and at-home training for identified families of a scholar with an IEP that is diagnosed with autism. Teachers effectively communicate with parents (formally and informally) about the academic progress of their children through parent conferences, emails, phone calls, timely posting of grades in Skyward, team conferences, progress reports, student-led conferences, and report cards.

Parental and community involvement strategies are evaluated and revised, as needed through teacher feedback meetings, PTO discussions, parent surveys, teacher surveys, and Design Team meetings. The district maintains Title I Parent Engagement compliance status with School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, Program Evaluation, At-Home Learning Contracts, and sign-in sheets for campus events. The district-level departments contribute to improving student academic performance on each campus by analyzing data, providing support for teachers, assisting with goal setting, providing funding for events, attending events and campus.

### **Family and Community Involvement Strengths:**

Three primary family and community involvement strengths identified at the district level were that all campuses had very supportive parents, all campuses held a variety of events to involve families in the school setting, and each campus had an active campus design team. Being a part of the University provides our stakeholders opportunities to engage in higher education at an early age.

### **Problem Statements Identifying Family and Community Involvement/Engagement**

**Problem Statement 1:** There is a need to increase the number of active parent volunteers at the secondary level. **Root Cause:** Geographical boundaries and timing of events can make it difficult for parents to attend events.

**Problem Statement 2:** There is a need to continuously increase the number of school/community partnerships. **Root Cause:** Being a young organization, we are not well known in the community.

**Problem Statement 3:** There is a need to increase the level of outside professional feedback to students during their learning process. **Root Cause:** Being a young organization, we are not well known in the community.

## **School Context and Organization**

### **School Context and Organization Summary**

As a STEM charter school, many of our curriculum and schedule decisions revolve around our model. We are also a small school and this limits opportunities for scheduling options that address the academic needs of specific populations. Noticing that math is a concern for our district, we double schedule 8th grade algebra 1 courses and offer extra instructional time in math for 6th and 7th graders during their advisory time. Teachers and other stakeholders are given opportunities in decision-making and deciding school policies. Teachers have weekly PLC and coaching meetings.

There are often surveys sent to parents and teachers in order to seek input on policy decisions. District leadership meets and monitors student performance as needed. Our district is safe and orderly and has a positive learning environment.

### **School Context and Organization Strengths:**

Campuses are safe and orderly.

Teachers are given many opportunities for input.

Our district drives schedule development by student performance.

### **Problem Statements Identifying School Context and Organization**

**Problem Statement 1:** We need an updated mission and vision that is communicated often and clearly visible. **Root Cause:** The website has not been as accessible this year, making it less visible.

**Problem Statement 2:** District campuses need to have more consistent practices that align more closely with the district. **Root Cause:** There is not sufficient time for teachers to work together collaboratively due to physical locations.

**Problem Statement 3:** We need to improve communication with all stakeholders. Communication needs to be clear and concise. **Root Cause:** Three geographical locations make it difficult to have effective communication.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Developing and maintaining a positive school culture and climate is vital to the success of the organization. Data collected through student, parent, and staff surveys allows the organization to continually review and make adjustments as needed. Overall, students and staff believe the campus climate is positive and respectful. There is evidence that students and staff are collectively aligned with the vision and mission of the school through our commitment to Project Based Learning, Blended Learning, Project Lead the Way, and dual credit. The students and staff indicate there is high academic expectations, appropriate positive behavior expected, and genuine care for the social/emotional well-being of all students. The data indicates that the majority of classrooms are well organized and run efficiently, which directly correlates to student achievement. The data reflects almost no issues with gang, substance abuse and weapons on each of the campuses. Students are involved in extracurricular from Kindergarten

through 12th grade. The students that are more active in extracurricular activities have an increased engagement within the school community. Prior to the 2020-2021 school year, each campus has increased the variety of options for extra-curricular to meet the interests of all of our scholars such as Student Council, Band, Robotics, UIL, NHS, Yearbook, 4-H, High School Idea Challenge, GLOBE, Regional Science Fair, Nerf Club, Dance Club, BeyBlade, Innovator's Club, Chamber Ambassadors, Rotary Leadership, and Chess. Due to the pandemic, in the 2020-2021 school year, enrichment activities were limited. Students, parents, and staff in Tyler would like to have a brick and mortar campus that is all enclosed. Safety measures have increased this year with a fence enclosing the playground and security cameras being installed. There is still concern over scholars transitioning from building to building that is not enclosed by a fence and limited space. In Longview, there is a concern for space as many teachers are sharing classrooms and also not having an indoor gym area. In Palestine, students noted the need for a playground, volleyball, and basketball area, and staff noted a concern about the need for additional classroom spaces to allow teachers their own classroom and additional substitutes to protect teacher planning time.

### **School Culture and Climate Strengths:**

Three primary school culture and climate strengths identified at the district level were that all staff and students identified a positive campus culture, all campuses have continued to upgrade and improve safety and security features, and each campus has incorporated a new social and emotional learning curriculum as well as hired a district LSSP.

### **Problem Statements Identifying School Culture and Climate**

**Problem Statement 1:** There is a need to increase the safety and security of each campus based on current threats. **Root Cause:** Restrictions and Limitations with Facilities

**Problem Statement 2:** There is a need to address the culture and climate across the district at large. **Root Cause:** Wide Geographical Area and Distance Between Campuses

**Problem Statement 3:** There is a need to address the social/emotional wellbeing of students. **Root Cause:** Limited Staff and Shared Staff

# Curriculum, Instruction & Assessment

## Curriculum, Instruction, & Assessment Summary

As a university charter school, UTTUA is committed to implementing research based instructional strategies. The charter utilizes Project Based Learning (PBL) and Problem Based Learning (PrBL) model, while focusing on personalized instruction to develop students with 21st Century skills who are university-ready upon graduation. The University Academy follows the T-STEM Academy Blueprint and is a demonstration site for Project Lead the Way (PLTW). The schools have developed STEM Pathways (Engineering and Biomedical Science) which all students follow, preparing them for rigorous coursework in STEM majors at the university level and ultimately, STEM related careers. As a public charter school, UTTUA implements the Texas Essential Knowledge and Skills and the district created scope and sequences for each content area K-12. The district provides many resources per content area, however, teachers are responsible for creating their own student centered lessons, including PBL, PrBL and designing their own personalized learning instructional models. Teachers are given frequent feedback through the district coaching model. The district utilizes benchmarks a year (fall and spring), Pre- and Post-Assessments, NWEA MAPS,, and CDAs. Students are given the opportunity to enroll in dual credit courses starting their freshman year and are able to receive up to 42 credit hours of dual credit course work.

**Curriculum, Instruction & Assessment Strengths:** The instructional model is a strength due to the student centered model that focuses on 21st century skills, including problem solving and real world applications while meeting students exactly where they are. Student progress monitoring for 2020-2021 is a strength in the fact that students' needs are met based on their functional level and the curriculum team along with teachers are able to adequately track if individual students are on track for meeting progress for the year. The multiple types of assessments students are given from STAAR like assessments to even more rigorous assessments, to projects/problems, to exact time software assessments is a strength in the fact that students are able to showcase their knowledge in multiple ways and teachers are better able to assess where students strengths/weaknesses lie. The instructional model along with the assessments are strengthened by the district coaching model which provides on-going professional development, real-time feedback and support in planning and implementing the curriculum while ensuring the instructional model is being implemented with fidelity.

## Problem Statements Identifying Curriculum, Instruction & Assessment Needs

**Problem Statement 1:** There is a need to return to best practices in each content area across the district. **Root Cause:** The pandemic in 2020-2021 caused teachers to rely heavily on software and technology platforms. There has not been an emphasis on content pedagogy.

**Problem Statement 2:** There is a need to foster more student reflection and ownership in their own learning. **Root Cause:** There has been little requirements of documentation and the expectations in the classroom..

**Problem Statement 3:** There is a need to create more consistency in the rigor cross-content from campus to campus and classroom to classroom.

**Root Cause:** There has been limited time for teachers to meet in cross-campus PLCs or to work solely with their content partners across the district. Teachers are silos in their areas on their home campuses.

## Priority Problem Statements

**Problem Statement:** There is a need to improve in math in all areas as currently math is below the expectations in the “all students” as well as each sub-pop.

**Root Cause:** There has not been a strong RTI process present in which students’ needs were met at their functional level. Targeted tutorials were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was not adequately tracked from a range of assessments throughout the year. Turnover in the math classrooms was high as well.

**Problem Statement Area:** Student Academic Achievement

**Problem Statement:** There is a need to improve scores in every subject within the hispanic sub-pop.

**Root Cause:** There has not been a strong RTI process present in which students’ needs were met at their functional level. Targeted tutorials were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was not adequately tracked from a range of assessments throughout the year.

**Problem Statement Area:** Student Academic Achievement

**Problem Statement:** There is a need to improve scores in every subject within the ECD sub-pop.

**Root Cause:** There has not been a strong RTI process present in which students’ needs were met at their functional level. Targeted tutorials were in place but were not transferred necessarily to more time/different instructional strategies in the classroom. Student progress was not adequately tracked from a range of assessments throughout the year.

**Problem Statement Area:** Student Academic Achievement

**Problem Statement:** Ability to retain teachers in the classroom after completion of promotion plan; they want upward mobility and leave for other job opportunities.

**Root Cause:** Primarily the desire for employees to promote with limited leadership/administrative positions, but also limited salary structure; this will hopefully be resolved based on HB3 and a revised salary schedule, but has yet to be confirmed at this time. Also, the size of campuses and



number of classroom sections result in teachers with multiple preps and span from Middle-School to High School, leading to mobility back to ISDs for less preps and single subject assignments.

**Problem Statement Area:** Staff Quality, Recruitment, and Retention

**Problem Statement:** There is a need to continuously increase the number of school/community partnerships.

**Root Cause:** Being a young organization, we are not well known in the community.

**Problem Statement Area:** Family and Community Involvement/Engagement

**Problem Statement:** We need to improve communication with all stakeholders. Communication needs to be clear and concise.

**Root Cause:** Three geographical locations make it difficult to have effective communication.

**Problem Statement Area:** School Context and Organization

**Problem Statement:** There is a need to address the culture and climate across the district at large.

**Root Cause:** Wide Geographical Area and Distance Between Campuses

**Problem Statement Area:** School Culture and Climate

**Problem Statement:** There is a need to address the social/emotional wellbeing of students.

**Root Cause:** Limited Staff and Shared Staff

**Problem Statement Area:** School Culture and Climate

**Problem Statement:** There is a need to shorten the data cycles at the classroom level in order to make more timely data driven instructional decisions.

**Root Cause:** There has been limited training or documentation required on this type of process.

**Problem Statement Area:** Curriculum, Instruction & Assessment

**Problem Statement:** There is a need to foster more student reflection and ownership in their own learning.

**Root Cause:** There has been limited training or documentation required on this type of process.

**Problem Statement Area:** Curriculum, Instruction & Assessments

# Comprehensive Needs Assessment Data Documentation

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

## Demographics

- TAPR 2016-2019
- PEIMS

## Student Academic Achievement

- STAAR TAPR Report- 2018, 2019

## Staff Quality, Recruitment and Retention

- 2018-2019 PR1500
- Teacher Portfolio

## Technology

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey

## Family and Community Involvement/Engagement

- Survey
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback

### **School Context and Organization**

- Survey
- Master Schedule
- Skyward Data
- TAPR

### **School Culture and Climate**

- Parent Surveys- 2018-2019
- Teacher Surveys- 2018-2019
- Student Surveys- 2018-2019
- Teacher Feedback Meetings
- Discipline Reports

### **Curriculum, Instruction & Assessment**

- STAAR
- STAAR Interim
- District Benchmarks
- CDAs
- TPRI
- TEMI
- Student Progress Monitoring Spreadsheets
- Teacher Walk Through Data
- RTI
- SSI

The Title I, Part A LEA Plan requirements for Region 7 UT Tyler University Academy are incorporated into the District's Improvement Plan which is a requirement from Texas Education Code.

**District Goal #1:** At UT Tyler University Academy, all students will meet or master the challenging state academic standards while maintaining progress to become University ready.

Performance Objective A: Embedded Staff Development will support 90% of students in each subgroup reaching approaching, as measured on STAAR Test.

Performance Objective B: Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.

Performance Objective C: Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.

Performance Objective D: Embedded Staff Development will support 100% of students meeting the Progress Measure, as evaluated on STAAR Test.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>Spring Eval</b>	<b>EOY Eval</b>
Offer extended program for afterschool tutorials and educational extensions.	All	Teachers	August-June	Local Funds, Title 1 Funds	Attendance Sheet; Letters home to families	Increase academic performance	IP	IP	MP
Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds, State Comp Ed Allotment	District data collected and disaggregated	Increase STAAR performance	IP	IP	MP

Administer STAAR released tests as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September November, January & February	State Funds	Data in DMAC	Increase performance on STAAR Assessments	IP	IP	MP
<p>Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.</p> <ul style="list-style-type: none"> <li>● Inclusion</li> <li>● Tutorials</li> <li>● Extended Day</li> <li>● After School Program</li> <li>● RTI Program</li> </ul> <p>*The poverty criteria that the district utilizes is the self-reporting of Supplemental Nutrition Assistance (SNAP), Temporary Assistance to Needy Families (TANF), and household income.</p>	At-Risk Students	SPED Coordinator, Director, Teachers	August- June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance	IP	IP	MP

Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students	Director, Teachers	August- July	IMA, Comp Ed, ESL, CTE, Sped, Early Ed Allotments, State Funds, ESSER, Blended Learning, MIZ	Benchmark data	Increased masters on STAAR	IP	IP	MP
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August- June	State Funds; CCMR Allotment	Enrollment	Participation data	IP	IP	MP

District Goal #2: At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

Performance Objective A: The district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

Performance Objective B: The district will maintain a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established, measured annually on the safety audit.

Performance Objective C: The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in PEIMS

Performance Objective D: The district will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	IP	IP	MP
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	School Safety Allotment; State Funds	Campuses are equipped with cameras.	Continuous observation of safety risks.	MP	MP	MP
Review Emergency Response Plans: <ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Reverse Evacuation</li> <li>• Severe Weather</li> <li>• Lockdown</li> </ul>	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	IP	IP	MP

Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	IP	IP	IP
Monthly safety inspections and preventions	All	Superintendent, The University of Texas at Tyler Designee	August-July	State Funds, UT Tyler Funds	Inspection reports	Number of accidents reported	IP	IP	MP
Training on Bloodborne pathogens and annual CPR/AED training.	All	Online Course Director/ School Nurse	September	State Funds	Completion certificates	Completion Certificates	IP	IP	MP
Each campus will have a DSL that will attend safety training every other month.	All	Director	August-July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safely	IP	IP	MP
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, ESSER Funds, Sped Funds	Student surveys	Decrease in bullying incidents reported.	IP	IP	MP



Each campus will have an officer present to support improved safety by continuous communication with University Police	All	Director/ Superintendent	August- June	Safety Allotment, State and UT Tyler Funds	Safety data	School data	IP	IP	MP
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**District Goal #3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience. [PG-2-30-ParentandCommunityInvolvement \(1\).pdf](#)

Performance Objective A: 100% of parents will be encouraged to participate in activities throughout the school year.

Performance Objective B: 100% of stakeholders will utilize student management systems to support effective communication between school and home.

Performance Objective C: 100% of students will meet the Foundation High School Program supporting presentation of diplomas as measured on transcripts.

Performance Objective D: 90% of students will receive the Performance Acknowledgement in dual credit on their high school transcript to support college completion.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Host parent meetings/conferences for each campus throughout the year to support student success.	All	Director, Teachers	August- June	State Fund s	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	IP	IP	MP

Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	IP	IP	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	IP	IP	MP
Invite parents to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content	IP	IP	MP
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	IP	MP
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	IP	MP

Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP	IP	MP
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	IP	IP	MP
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP	IP	IP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11 <sup>th</sup> and 12 <sup>th</sup> grade	Career Counselor	November	CTE and State Funds	Registration	Participant evaluations	MP	MP	MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August-July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	IP	IP	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent Director, IT Department	August-July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP	IP	IP

Ongoing communication between the school and home	All	Superintendent Director, IT Department	August- July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made	IP	IP	IP
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August- June	State Funds, Title II Funds, CTE Allotme nt, Title IV	Student enrollment	End of course exams	IP	IP	MP

**District Goal #4:** At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Performance Objective A: 100% of teachers in core academic subjects will be highly qualified, as measured through annual federal reports.

Performance Objective B: 90% of staff will be retained annually, as measured on the annual district report card.

Performance Objective C: 100% of all students will meet the progress measure on STAAR Assessment.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Fall Eval</b>	<b>Spring Eval</b>	<b>EOY Eval</b>
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<p>Provide incentives to attract highly qualified staff:</p> <ul style="list-style-type: none"> <li>• Health insurance provided</li> <li>• Free college tuition for employees and immediate family</li> <li>• Competitive salary</li> <li>• Loyalty Bonus</li> <li>• Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA Director	August- July	State Funds	Highly qualified staff assigned to core academic areas	PR1500 Equity Data Survey	IP	IP	MP
<p>Provide teachers with the opportunity to earn a Master’s Degree from The University of Texas at Tyler free of charge.</p>	Teachers	The University of Texas at Tyler	August- July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master’s program	Teachers who have Master’s Degree	MP	MP	MP
<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Science Safety Update</li> <li>• Bloodborne Pathogens</li> <li>• Child Abuse/Neglect</li> <li>• Other</li> </ul>	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, BEA, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion	IP	IP	MP

<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Blended Learning</li> <li>● Personalized Learning</li> <li>● State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	IP	IP	MP
Teacher observations and evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	IP	IP	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	IP	IP	MP
Provide training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds, ESSER Funds	Sign-in sheets/Attendee list	Increase integration of technology	IP	IP	MP

Provide teachers training in an online data system and student progress monitoring spreadsheets to analyze student performance on STAAR, CDAs, and Benchmarks.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants	August- July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	IP	IP	MP
Provide paraprofessionals with required training to ensure they are highly qualified.	Paraprofessionals	Palestine Director	August- July	Local Funds, Title 1	Training certificate	Certificates of completion	IP	IP	MP

**District Goal #5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus on STEM education and university readiness.

Performance Objective A: 100% of student teachers will have the opportunity to visit the University Academy and observe project and problem-based learning instruction taught in a K-12 grade setting.

Performance Objective B: 100% of teachers will obtain a master's degree within 7 years of employment, as measured by awarded degrees.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Facilities will provide a design to support Project and Problem-Based Learning, as measured by	All	Superintendent, Directors, Teachers, UT Tyler	August- July	State Funds	Student presentations	Student/Staff survey	IP	IP	IP

observation and student presentations.									
Facilities will provide opportunities to engage students in STEM activities and PLTW activities.	Students	Superintendent, Directors, Teachers, UT Tyler	August -July	State, CTE allotment Funds	Observations, Walk-thru data	Student/Staff survey	IP	IP	IP
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August -July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	IP	IP	IP
Each campus classroom will have a SMARTBoard installed to increase student engagement in interactive learning experiences.	All	Superintendent, Directors, IT Department	August -July	ESSER	Sign-in Sheets from SMARTBoard PD, Observations	Increased student engagement.	IP	IP	MP

### Dating Violence Addendum

Dating violence is not tolerated, and should immediately be reported to a teacher, Campus Director, district employee, or StopIt! application. The district will promptly notify the parents of a student that is identified as the alleged victim or perpetrator. The district will adhere to the following guidelines for students who are victims:



- The school will provide appropriate supportive measures to ensure a safe environment. Such measures could include academic accommodations, counseling, enforcement of school issued no contact orders, additional safety and security measures, or other personalized services as the situation dictates.
- Rights and options – any student that has experienced dating violence, has the right to report to the school and seek relief and resources.
- The student has the right to file with law enforcement or decline to file with law enforcement. (Mandatory reporting laws by the school to law enforcement may still be in effect but the student/parents have the right as to their participation.) If a student does file with law enforcement, they have the right to assistance from the school in that process.
- If the perpetrator is affiliated with the school, the student has a right to file a formal complaint and have the school formally investigate the allegation. (This is the Title IX process and is separate from any law enforcement investigation.)
- Any student found responsible for committing sexual misconduct, through the formal process, is subject to disciplinary action, up to and including expulsion from the school.
- A student has the right to supportive measures (bullet point 3) whether or not they file a formal complaint.
- A link to or copy of the school’s sexual misconduct policy.
- Additional community resources available:
  - Examples - Local hospital information, area Law Enforcement, East Texas Crisis Center, Legal Aid, Dating Violence Hotline, etc.

### **UTTUA Translation & Interpretation Procedures Addendum**

As part of Title I, Part A schoolwide program requirements, UT Tyler University Academy UTTUA students. Families of UT Tyler University Academy students speak 14 different home languages as determined by original home language surveys collected when a student first enrolls in a Texas public school: Chinese (2), English (781), French (1), German (1), Gujarati (3), Japanese (2), Macedonian (1), Pashto (2), Spanish (33), Swedish (1), Thai (1), Turkish (2), Urdu (3), and Vietnamese (11).

#### **District Level**

- The District employs staff who can translate and interpret for parents or families that speak Spanish as a first language. In the event that a parent or family needs to have items translated or interpreted, contact the campus office to schedule a time for interpretation or for items to be translated.

- All paper based parent notices, invitations, notes, and reports to families originating from the district level can be translated to Spanish upon request.
- The UT Tyler University Academy District Improvement Plan will be available in English and Spanish on the district website. Hard copies are available at each campus office upon request.
- The UT Tyler University Academy Parent and Family Engagement Plan will be available in English and Spanish on the District website. Hard copies are available at the school offices upon request.

### **Campus Level**

- The District teacher/translator is available for each campus to translate or interpret as needed for parents or families that speak Spanish as a first language.
- Translation and interpretation services in Spanish will be made available at campus level parent events and meetings as needed.
- Notes and other “hard copy” communications can be translated to Spanish upon request.

## **Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum**

Date: July 12, 2021

Time: 10:00 a.m.

Meeting Location: Zoom

Individuals Present: Kathy Parker, Jaema Krier, Jo Ann Simmons, Jaclyn Pedersen, Aimee Dennis, Kelly Dyer, Katie Adams, Rachel Hawkins, Samantha Rector, Jennifer Rasberry, Dalton Abrams, Christian Chesnut, Jamie Burks-Hicks, Ludy Sorrentino, Candy Bowman, Karen Buckland

During this meeting, participants reviewed the comprehensive needs assessment, identified priority problems to focus on, reviewed federal funds and projected allocations, and reviewed and revised the strategies based on the priority problems.

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Date: November 9, 2021

Time: 3:00 p.m.

Meeting Location: Zoom

Individuals Present: Aimee Dennis, Jaime Burke Hicks, Kathy Parker, Karen Buckland, Candy Bowman, Ludy Sorrentino, Katie Adams, Jaema Krier, Christian Chesnut, Jennifer Rasberry, Rachel Hawkins, Jaclyn Pedersen, Jolyn Williams, Laura Hilbig, Sammi Broussard, Lauren Greer, Jo Ann Simmons, Michael Odell, Kelly Dyer, Umimi Bodede, Dalton Abrams

During this meeting, participants reviewed and evaluated the strategies to determine progress made for each item by indicating if there has been no progress (NP), in progress (IP), or met progress (MP).

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Date: March 22, 2022

Time: 3:00 p.m.

Meeting Location: Zoom

Individuals Present: Aimee Dennis, Dalton Abrams, Jaclyn Pedersen, Jaime Burke Hicks, Lauren Greer, Candy Bowman, Jennifer Rasberry, Jolyn Williams, Laura Hilbig, Jo Ann Simmons, Ludy Sorrentino, Rachel Hawkins, Karen Buckland, Kathy Parker, Samantha Rector, Ummi Bodede, Jaema Krier, Christian Chesnut

Meeting Minutes: The committee reviewed and evaluated the strategies to determine progress made for each item by indicating if there has been no progress (NP), in progress (IP), or met progress (MP).

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Date: June 14, 2022

Time: 3:00 p.m.

Meeting Location: Zoom

Individuals Present: Aimee Dennis, Kelly Dyer, Jaime Burke Hicks, Rachel Hawkins, Jaclyn Pedersen, Dalton Abrams, Jaema Krier, Samantha Rector, Michael Odell, Katie Adams, Karen Buckland, Ummi Bodede, Jo Ann Simmons, Lauren Greer

Meeting Minutes: The committee completed the summative evaluation of the District Improvement Plan by indicating if there has been no progress (NP), in progress (IP), or met progress (MP). The summative review included the Title I (parent and engagement plan, Title I, Part A plan), Title II, Title III, and Title IV.

NP= No Progress  
IP= In Progress  
MP=Met Progress



2021-2022 UTTUA

# Tyler Campus Continuous Improvement Plan

## **STATEMENT OF PURPOSE**

The UT Tyler University Academy is a public university charter laboratory STEM Academy authorized to provide K-12 educational programming.

## **VISION STATEMENT**

The UT Tyler University Academy seeks to be a national model for STEM education innovation as a STEM Academy and University Laboratory School.

## **INSTITUTIONAL MISSION**

The UT Tyler University Academy prepares students to be STEM College Ready with a focus on 21st Century skills.

## **INSTITUTIONAL GOALS**

- I. UTTUA will be a model STEM Academy preparing students for the 21<sup>st</sup> Century.
- II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
- III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
- IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
- V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
- VI. UTTUA will be a research and development laboratory to identify and verify best-practices in STEM Education.

## School Board Members

Dr. Michael Odell	Dr. Yanira Oliveras-Ortiz
Tim Kennedy	Dr. Joanna Neel
Eric Semlear	Mr. Jeffry Kennemer
Mr. Danny Rodriquez	Faculty Advisor: Dr. Wes Hickey

## Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Katie Adams, Campus Director
Kelly Dyer, Curriculum Coach	Laura Hilbig, Parent
Bailey Greer, Science Teacher	

# UT Tyler University Academy

## District Goals

**Goal 1:** At UT Tyler University Academy, all students will meet, or master, state standards through a STEM lens while maintaining progress to become University ready .

**Goal 2:** At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district

**Goal 3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

**Goal 4:** At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

**Goal 5:** At the UT Tyler University, the district will provide state of the art university lab facilities to support K-12 grade learning focusing on STEM education and university readiness.



# **Comprehensive Needs Assessment Data Documentation**

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

## **Demographics**

- TAPR 2016-2019
- PEIMS

## **Student Academic Achievement**

- STAAR TAPR Report- 2018, 2019

## **Staff Quality, Recruitment and Retention**

- 2018-2019 PR1500
- Teacher Portfolio

## **Technology**

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey

## **Family and Community Involvement/Engagement**

- Survey
- Design Team Notes
- PTO Meeting Minutes

- Teacher Feedback
- Parent Feedback

### **School Context and Organization**

- Survey
- Master Schedule
- Skyward Data
- TAPR

### **School Culture and Climate**

- Parent Surveys- 2018-2019, 2020-2021
- Teacher Surveys- 2018-2019, 2020-2021
- Student Surveys- 2018-2019
- Discipline Reports

### **Curriculum, Instruction & Assessment**

- STAAR
- STAAR Interim
- District Benchmarks
- CDAs
- TPRI
- TEMI
- Student Progress Monitoring Spreadsheets
- Teacher Walk Through Data
- RTI
- SSI

## Campus Comprehensive Needs Assessment Summary

### Demographics

- Track growing population of Economically Disadvantaged, Special Education, 504, Dyslexia, ESL, and At-Risk students
- Identify Gifted Talented students

### Student Achievement

- Use benchmarks and progress monitoring spreadsheets to track progress
- Disaggregate data to drive instruction
- Continue to grow Response to Intervention (RTI) Program
- Provide students who failed STAAR academic support through HB4545 tutorials

### School Culture and Climate

- Ensure teachers understand district expectations
- Incorporating district values in every day practice
- Build a culture that supports Leader In Me.
- Ensure both academic and behavioral guidelines are set and communicated to students at the beginning of the year
- Emphasize the importance of completing At-Home Learning

### Staff Quality Recruitment and Retention

- Recruit teachers through local job fairs
- Feedback on teacher performance is provided through walk-throughs
- Ensure teachers understand State Standards
- Ensure teachers are provided support and resources to be prepared
- Provide new employee teachers a mentor through the mentorship program

### **Curriculum, Instruction, and Assessment**

- Provide new teachers with training in Project Based Learning/Problem Based Learning
- Provide select teachers training in Project Lead the Way
- Provide teachers with training to ensure understanding of State Standards
- Provide teachers tie to assist students who need additional academic support
- Provide teachers with support on “Blended Learning” programs and methods
- Ensure teachers are utilizing “Student Progress Monitoring Spreadsheets” to track student data

### **Family and Community Involvement**

- Ensure systems are in place to support communication between stakeholders
- Communicate the expectations of At-Home Learning
- Provide opportunities for parents to volunteer and be active in their student’s education

### **School Organization**

- Ensure teachers are provided time to support students through tutorials.
- Provide enrichment opportunities for students after school.
- Ensure good use of At-Home learning assignments.
- Ensure good use of instruction time.
- Ensure a safe environment for learning.

### **Technology**

- Ensure each student is provided technology device (K-2 class sets, 3rd-7th one to one school issued computers, 8th-12th bring your own device)
- Provide teachers with technology devices
- Implement ongoing evaluation of technology integration and alignment with curriculum needs
- Integrate technology into supporting personalized learning.

**District Goal #1:** At UT Tyler University Academy, all students will meet or master state standards while maintaining progress to become University ready.

Performance Objective A: Embedded Staff Development will support 90% of students in each subgroup reaching approaching, as measured on STAAR Test.

Performance Objective B: Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.

Performance Objective C: Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.

Performance Objective D: Embedded Staff Development will support 100% of students meeting the Progress Measure, as evaluated on STAAR Test.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide a challenging curriculum for identified students to reinforce skills needed to achieve Masters on STAAR through accelerated interventions.	All Students	Director of CIA, Teachers	August-June	State Funds, Instructional Materials Allotment	STAAR data	Increase in number of students performing at Masters	IP	MP
Offer extended program for afterschool tutorials and educational extensions.	All	After-School Staff	August-June	Local Funds, Title 1 Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance	IP	MP

Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds	District data collected and disaggregated	Increase STAAR performance	IP	MP
Administer STAAR released test as Benchmarks, semester exams, and district progress monitoring assessments..	All	Director of CIA, Teachers	September November, January & February	State Funds	Data in DMAC	Increase performance on STAAR Assessments	IP	MP
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students. <ul style="list-style-type: none"> <li>● Inclusion</li> <li>● Tutorials</li> <li>● Extended Day</li> <li>● After School Program</li> <li>● RTI Program</li> </ul>	At-Risk Students	SPED Coordinator, Director, Teachers	August-June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance	IP	MP

Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students	Director, Teachers	August- July	IMA, Comp Ed, ESL, CTE, Dyslexia, Sped, Early Ed Allotments, State Funds	Benchmark data	Increased masters on STAAR	IP	MP
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August- June	State Funds	Enrollment	Participation data	IP	MP

**District Goal #2:** At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

**Performance Objective A:** The district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

**Performance Objective B:** The district will maintain a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established, measured annually on the safety audit.

**Performance Objective C:** The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in PEIMS

**Performance Objective D:** The district will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	IP	IP
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July		Campuses are equipped with cameras.	Continuous observation of safety risks.	IP	MP
Review Emergency Response Plans: <ul style="list-style-type: none"> <li>● Fire Drill</li> <li>● Reverse Evacuation</li> <li>● Severe Weather</li> <li>● Lockdown</li> </ul>	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	IP	PM



Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	IP	MP
Monthly safety inspections and preventions	All	Superintendent, The University of Texas at Tyler Designee	August-July	State Funds, UT Tyler Funds	Inspection reports	Number of accidents reported	IP	MP
Training on Bloodborne pathogens and annual CPR/AED training.	All	Online Course Director/ School Nurse	September	State Funds	Completion certificates	Completion Certificates	MP	MP
Each campus will have a DSL that will attend safety training every other month.	All	Director	August-July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safely	IP	MP
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor, LPC Interns	August-June	State Funds	Student surveys	Decrease in bullying incidents reported.	IP	MP
Each campus will have an officer present to support improved safety by continuous communication with University Police	All	Director/ Superintendent	August-June	Safety Allotment, State and UT Tyler Funds	Safety data	School data	IP	MP

**District Goal #3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

Performance Objective A: 100% of parents will be encouraged to participate in activities throughout the school year.

Performance Objective B: 100% of stakeholders will utilize student management systems to support effective communication between school and home.

Performance Objective C: 100% of students will meet the Foundation High School Program supporting presentation of diplomas as measured on transcripts.

Performance Objective D: 90% of students will receive the Performance Acknowledgement in dual credit on their high school transcript to support college completion.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Host parent meetings/conferences for each campus throughout the year to support student success.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	IP	MP
Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	MP	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	IP	MP

Invite parents to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content	IP	MP
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	IP	MP
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP
Survey parents on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	IP	MP
Assist parents completing FASFA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	IP	MP
Advisory-Career Academics/College Activities	6th-12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded	Observations	Observations	IP	MP

				by UT Tyler				
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August- July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP	IP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12 <sup>th</sup> grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations	MP	MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August -July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	IP	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August- July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	IP	MP
Ongoing communication between the school and home	All	Superintendent, Director, IT Department	August- July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made	IP	MP
Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August- June	State Funds, Title II Funds	Student enrollment	End of course exams	IP	MP

**District Goal #4:** At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Performance Objective A: 100% of teachers in core academic subjects will be highly qualified, as measured through annual federal reports.

Performance Objective B: 90% of staff will be retained annually, as measured on the annual district report card.

Performance Objective C: 100% of all students will meet the progress measure on STAAR Assessment.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide incentives to attract highly qualified staff: <ul style="list-style-type: none"> <li>● Health insurance provided</li> <li>● Free college tuition for employees and immediate family</li> <li>● Competitive salary</li> <li>● Loyalty Bonus</li> <li>● Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA Director	August- July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	IP	MP
Provide teachers with the opportunity to earn a Master’s Degree from The University of Texas at Tyler free of charge.	Teachers	The University of Texas at Tyler	August- July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master’s program	Teachers who have Master’s Degree	IP	MP

<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Science Safety Update</li> <li>• Bloodborne Pathogens</li> <li>• Child Abuse/Neglect</li> <li>• Other</li> </ul>	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, ESL, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion	MP	MP
<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Blended Learning</li> <li>• Personalized Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	IP	MP
Teacher evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	IP	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher through teacher incentive allotment.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	IP	IP

Provide staff training on technology equipment and programs available for instruction.	Teachers	IT Department; Instructional Coaches	August- July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology	IP	MP
Provide paraprofessionals with required training to ensure they are highly qualified.	Para-professionals	Directors	August- July	Local Funds, Title 1	Training certificate	Certificates of completion	IP	IP
Provide teachers training in an online data system and student progress monitoring spreadsheets—to analyze student performance on STAAR, CDAs, and Benchmarks.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants	August- July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	MP	MP

**District Goal #5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focus on STEM education and university readiness.

**Performance Objective A:** 100% of student teachers will have the opportunity to visit the University Academy and observe project and problem-based learning instruction taught in a K-12 grade setting.

**Performance Objective B:** 100% of teachers will obtain a master's degree within 7 years of employment, as measured by awarded degrees.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Facilities will provide a design to support Project and Problem-Based Learning, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds	Student presentations	Student/Staff survey	IP	IP
Facilities will provide opportunities to engage students in STEM activities and PLTW activities.	Students	Superintendent, Directors, Teachers, UT Tyler	August-July	State, CTE allotment Funds	Observations, Walk-thru data	Student/Staff survey	IP	MP
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	IP	MP





2021-2022 UTTUA

Campus Continuous Improvement Plan

MP = Met Progress  
PM = Progress Made, Working Toward Completion  
NP = No Progress

## **STATEMENT OF PURPOSE**

The UT Tyler University Academy is a public university charter laboratory STEM Academy authorized to provide K-12 educational programming.

## **VISION STATEMENT**

The UT Tyler University Academy seeks to be a national model for STEM education innovation as a STEM Academy and University Laboratory School.

## **INSTITUTIONAL MISSION**

The UT Tyler University Academy prepares students to be STEM College Ready with a focus on 21st Century skills.

## **INSTITUTIONAL GOALS**

- I. UTTUA will be a model STEM Academy preparing students for the 21<sup>st</sup> Century.
- II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
- III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
- IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
- V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
- VI. UTTUA will be a research and development laboratory to identify and verify best-practices in STEM Education.

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

## School Board Members

Dr. Michael Odell	Dr. Yanira Oliveras-Ortiz
Tim Kennedy	Dr. Joanna Neel
Eric Semlear	Mr. Jeffrey Kennemer
Mr. Danny Rodriguez	Faculty Advisor: Dr. Wes Hickey

## Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Rachel Hawkins, Campus Director
Samantha Rector, Math Coach	Tracey Breden, Elementary Teacher
Jaime Burke-Hicks, Longview Teacher	Jennifer Mitchell, Elementary Teacher
Patricia Davis, HS STEM Teacher	Jessica Rhudy, Longview Parent
Stephanie Pugh, Community Member	Mattie Colan, Community Member

MP = Met Progress  
PM = Progress Made, Working Toward Completion  
NP = No Progress

# UT Tyler University Academy

## Campus Goals

**Goal 1:** At UT Tyler University Academy at Longview, all students will meet, or master, state standards through a STEM lens while maintaining progress to become University ready .

**Goal 2:** At UT Tyler University Academy at Longview, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district

**Goal 3:** At UT Tyler University Academy at Longview, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

**Goal 4:** At UT Tyler University Academy at Longview, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

**Goal 5:** At the UT Tyler University at Longview, the district will provide state of the art university lab facilities to support K-12 grade learning focusing on STEM education and university readiness.

MP = Met Progress  
PM = Progress Made, Working Toward Completion  
NP = No Progress

# Comprehensive Needs Assessment Data Documentation

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

## Demographics

- TAPR 2016-2020
- PEIMS

## Student Academic Achievement

- STAAR TAPR Report- 2018, 2019, 2020

## Staff Quality, Recruitment and Retention

- 2018-2019 PR1500
- Teacher Portfolio

## Technology

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey

## Family and Community Involvement/Engagement

- Survey
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback

MP = Met Progress  
PM = Progress Made, Working Toward Completion  
NP = No Progress

### **School Context and Organization**

- Survey
- Master Schedule
- Skyward Data
- TAPR

### **School Culture and Climate**

- Parent Surveys- 2019-2020 / 2020-2021
- Teacher Surveys- 2019-2020 / 2020-2021
- Student Surveys- 2019-2020 / 2020-2021
- Teacher Feedback Meetings
- Discipline Reports

### **Curriculum, Instruction & Assessment**

- STAAR
- STAAR Interim
- District Benchmarks
- CDAs
- TPRI
- TEMI
- Student Progress Monitoring Spreadsheets
- Teacher Walk Through Data
- RTI
- HB4545

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

**Campus Goal #1: At UT Tyler University Academy, all students will meet or master state standards while maintaining progress to become University ready.**

Performance Objective A: Embedded Staff Development will support 90% of students in each subgroup reaching approaching, as measured on STAAR Test.

Performance Objective B: Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.

Performance Objective C: Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.

Performance Objective D: Embedded Staff Development will support 100% of students meeting the Progress Measure, as evaluated on STAAR Test.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide a challenging curriculum for identified students to reinforce skills needed to achieve Masters on STAAR through accelerated interventions.	All Students	Director of CIA, Teachers	August-June	State Funds, Instructional Materials Allotment	STAAR data	Increase in number of students performing at Masters	PM	MP
Offer extended program for afterschool tutorials and educational extensions.	All	After-School Staff	August-June	Local Funds, Title 1 Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds	District data collected and disaggregated	Increase STAAR performance	PM	MP
Administer STAAR released test as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September, November, January & February	State Funds	Data in DMAC	Increase performance on STAAR Assessments	PM	MP
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students. <ul style="list-style-type: none"> <li>● Inclusion</li> <li>● Tutorials</li> <li>● Extended Day</li> <li>● After School Program</li> <li>● RTI Program</li> </ul>	At-Risk Students	SPED Coordinator, Director, Teachers	August-June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance	PM	MP



MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students	Director, Teachers	August- July	IMA, Comp Ed, ESL, CTE, Dyslexia, Sped, Early Ed Allotments, State Funds	Benchmark data	Increased masters on STAAR	PM	MP
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August- June	State Funds	Enrollment	Participation data	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

**Campus Goal #2:** At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

Performance Objective A: The district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

Performance Objective B: The district will maintain a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established, measured annually on the safety audit.

Performance Objective C: The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in PEIMS

Performance Objective D: The district will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM1 Eval	SM2 Eval
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented	PM	MP
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July		Campuses are equipped with cameras.	Continuous observation of safety risks.	PM	MP
Review Emergency Response Plans: <ul style="list-style-type: none"> <li>● Fire Drill</li> <li>● Reverse Evacuation</li> <li>● Severe Weather</li> <li>● Lockdown</li> </ul>	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	PM	MP
Monthly safety inspections and preventions	All	Superintendent, The University of Texas at Tyler Designee	August-July	State Funds, UT Tyler Funds	Inspection reports	Number of accidents reported	PM	MP
Training on Bloodborne pathogens and annual CPR/AED training.	All	Online Course Director/ School Nurse	September	State Funds	Completion certificates	Completion Certificates	PM	MP
Each campus will have a DSL that will attend safety training every other month.	All	Director	August-July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safely	PM	MP
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds	Student surveys	Decrease in bullying incidents reported.	PM	MP
Each campus will have an officer present to support improved safety by continuous communication with University Police.	All	Director/ Superintendent	August-June	Safety Allotment, State and UT Tyler Funds	Safety data	School data	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

**Campus Goal #3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

Performance Objective A: 100% of parents will be encouraged to participate in activities throughout the school year.

Performance Objective B: 100% of stakeholders will utilize student management systems to support effective communication between school and home.

Performance Objective C: 100% of students will meet the Foundation High School Program supporting presentation of diplomas as measured on transcripts.

Performance Objective D: 90% of students will receive the Performance Acknowledgement in dual credit on their high school transcript to support college completion.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Host parent meetings/conferences for each campus throughout the year to support student success.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	PM	MP
Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	PM	MP
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

Invite parents to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content	PM	MP
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	PM	MP
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	PM	MP
Survey parents on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	PM	MP
Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	PM	MP
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded	Observations	Observations	PM	MP

MP = Met Progress  
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 NP = No Progress

				by UT Tyler				
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August- July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	PM	PM
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12 <sup>th</sup> grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations	PM	MP
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August -July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement	PM	MP
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August- July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information	PM	PM
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August- July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made	PM	MP

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 NP = No Progress

Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds	Student enrollment	End of course exams	PM	MP
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MP = Met Progress  
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**Campus Goal #4: At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.**

Performance Objective A: 100% of teachers in core academic subjects will be highly qualified, as measured through annual federal reports.

Performance Objective B: 90% of staff will be retained annually, as measured on the annual district report card.

Performance Objective C: 100% of all students will meet the progress measure on STAAR Assessment.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM1 Eval	SM2 Eval
Provide incentives to attract highly qualified staff: <ul style="list-style-type: none"> <li>• Health insurance provided</li> <li>• Free college tuition for employees and immediate family</li> <li>• Competitive salary</li> <li>• Loyalty Bonus</li> <li>• Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA Director	August- July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	PM	MP
Provide teachers with the opportunity to earn a Master’s Degree from The University of Texas at Tyler free of charge.	Teachers	The University of Texas at Tyler	August- July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master’s program	Teachers who have Master’s Degree	PM	MP



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 NP = No Progress

<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Science Safety Update</li> <li>• Bloodborne Pathogens</li> <li>• Child Abuse/Neglect</li> <li>• Other</li> </ul>	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, ESL, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion	PM	MP
<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Problem Based Learning</li> <li>• Blended Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning	PM	MP
Teacher evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	PM	MP
Provide opportunity for teachers to be promoted to Distinguished Teacher through teacher incentive allotment.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher	PM	MP

MP = Met Progress  
 PM = Progress Made, Working Toward Completion  
 NP = No Progress

Provide staff training on technology equipment and programs available for instruction.	Teachers	IT Department; Instructional Coaches	August- July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology	PM	MP
Provide paraprofessionals with required training to ensure they are highly qualified.	Para- professionals	Directors	August- July	Local Funds, Title 1	Training certificate	Certificates of completion	PM	MP
Provide teachers training in an online data system and student progress monitoring spreadsheets—to analyze student performance on STAAR, CDAs, and Benchmarks.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants	August- July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	PM	MP

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 PM = Progress Made, Working Toward Completion  
 NP = No Progress

**Campus Goal #5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focusing on STEM education and university readiness.

Performance Objective A: 100% of student teachers will have the opportunity to visit the University Academy and observe project and problem-based learning instruction taught in a K-12 grade setting.

Performance Objective B: 100% of teachers will obtain a master's degree within 7 years of employment, as measured by awarded degrees.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Facilities will provide a design to support Project and Problem-Based Learning, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds	Student presentations	Student/Staff survey	PM	PM
Facilities will provide opportunities to engage students in STEM activities and PLTW activities.	Students	Superintendent, Directors, Teachers, UT Tyler	August-July	State, CTE allotment Funds	Observations, Walk-thru data	Student/Staff survey	PM	PM
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counseling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships	PM	PM



2021-2022 UTTUA

Campus Continuous Improvement Plan

## **STATEMENT OF PURPOSE**

The UT Tyler University Academy is a public university charter laboratory STEM Academy authorized to provide K-12 educational programming.

## **VISION STATEMENT**

The UT Tyler University Academy seeks to be a national model for STEM education innovation as a STEM Academy and University Laboratory School.

## **INSTITUTIONAL MISSION**

The UT Tyler University Academy prepares students to be STEM College Ready with a focus on 21st Century skills.

## **INSTITUTIONAL GOALS**

- I. UTTUA will be a model STEM Academy preparing students for the 21<sup>st</sup> Century.
- II. UTTUA will be a model for blended learning and project-based instruction so that learning is rigorous and relevant.
- III. UTTUA will be a model for individualized, collaborative, accelerated learning that prepares students to be STEM College ready.
- IV. UTTUA will be a model for STEM Education and the implementation of Project Lead the Way in Texas at all grade levels.
- V. UTTUA will be a model for university laboratory schools to prepare the STEM Teacher workforce, in-service and pre-service.
- VI. UTTUA will be a research and development laboratory to identify and verify best-practices in STEM Education.

## School Board Members

Dr. Michael Odell	Dr. Yanira Oliveras-Ortiz
Tim Kennedy	Dr. Joanna Neel
Eric Semlear	Mr. Jeffrey Kennemer
Mr. Danny Rodriquez	Faculty Advisor: Dr. Wes Hickey

## Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Ummi Bodede, Campus Director
Jennifer Rasberry ELAR I- Coach	Kayla George, Elementary Teacher
Kris Fischer - High School Teacher	Alan Buckland, Palestine Parent
Linda Brown -Community Member	Chris Keller, Business Partner
Kimberly Anaya-Special programs	

# UT Tyler University Academy

## Campus Goals

**Goal 1:** At UT Tyler University Academy at Palestine, all students will meet, or master, state standards through a STEM lens while maintaining progress to become University ready .

**Goal 2:** At UT Tyler University Academy at Palestine, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district

**Goal 3:** At UT Tyler University Academy at Palestine, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

**Goal 4:** At UT Tyler University Academy at Palestine, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

**Goal 5:** At the UT Tyler University at Palestine, the district will provide state of the art university lab facilities to support K-12 grade learning focusing on STEM education and university readiness.

# **Comprehensive Needs Assessment Data Documentation**

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

## **Demographics**

- TAPR 2016-2021
- PEIMS

## **Student Academic Achievement**

- STAAR TAPR Report- 2018, 2019, 2020-2021

## **Staff Quality, Recruitment and Retention**

- 2018-2019 PR1500
- Teacher Portfolio

## **Technology**

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey

## **Family and Community Involvement/Engagement**

- Survey
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback



### **School Context and Organization**

- Survey
- Master Schedule
- Skyward Data
- TAPR

### **School Culture and Climate**

- Parent Surveys- 2019-2020 / 2020-2021
- Teacher Surveys- 2019-2020 / 2020-2021
- Student Surveys- 2019-2020 / 2020-2021
- Teacher Feedback Meetings
- Discipline Reports

### **Curriculum, Instruction & Assessment**

- STAAR
- STAAR Interim
- District Benchmarks
- CDAs
- TPRI
- TEMI
- Student Progress Monitoring Spreadsheets
- Teacher Walk Through Data
- RTI
- SSI

### **Campus needs assessments**

**Strengths:** Good accountability rating, rural atmosphere, and community feeling appeals to the newcomers to our unique home town.

- Low student turnover.
- Domain 1, students proficiencies
- 100% graduation rate

### **Problem Statements identifying Demographic Needs:**

**Problem Statement 1:** The demographic and student population of our high school enrollment numbers are too low.

**Root Cause:** Lack of parents and students understanding of the benefits of our charter, as well as, limited dual credit options and career certification offering.

- Increase communication

### **Problem Statements identifying process and programs needs**

**Problem Statement 2:** Recruiting teachers to work in University Academy Palestine is a challenge.

**Root Cause:** It is a small community located 75 miles to township and the public schools salaries scales are higher

**Problem Statement 3:** Campus had a higher turnover rate of teachers compared to the other campuses.

**Root Cause:** Staff perception of limited voice. Leadership decisions and culture.

- Increase campus staff voice by fostering respectful and honest communication between campus staff and district.
- Increase public relations and social media presence

## **Prioritize Problem Statements**

**Problem Statement 1:** Safety and Hygiene - Accidents and poor hygiene due to hurried transition to access the main building, and portables, including walkways, playground and basketball court.

**Root Cause:** Absence of covered awnings, as well as, shaded and paved walkways for adequate weather protection and to reduce mud and dirt into the facility.

**Problem Statement 2:** Student Achievement - Assessment gaps in the area of student growth took a plunge.

**Root Cause:** Covid19 impact to our low socioeconomic community (Title 1 campus)

- Strengthen K-2 Literacy and Math professional development
- Parent Technology Literacy Training and increase parent involvement/engagement

**Campus Goal #1:** At UT Tyler University Academy, all students will meet or master state standards while maintaining progress to become University ready.

Performance Objective A: Embedded Staff Development will support 90% of students in each subgroup reaching approaching, as measured on STAAR Test.

Performance Objective B: Embedded Staff Development will support 60% of students in each subgroup reaching Met, as measured on STAAR Test.

Performance Objective C: Embedded Staff Development will support 30% of students in each subgroup reaching Masters, as measured on STAAR Test.

Performance Objective D: Embedded Staff Development will support 100% of students meeting the Progress Measure, as evaluated on STAAR Test.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide a challenging curriculum for identified students to reinforce skills needed to achieve Masters on STAAR through accelerated interventions.	All Students	Director of CIA, Teachers	August-June	State Funds, Instructional Materials Allotment	STAAR data	Increase in number of students performing at Masters		
Offer extended programs for afterschool tutorials and educational extensions.	All	After-School Program through YMCA	August-June	Local Funds, Title 1 Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance		

Analyze the student progress monitoring spreadsheets to identify students needing additional support.	All	Director of CIA, Director, Teachers, Coaches	August-June	State Funds	District data collected and disaggregated	Increase STAAR performance		
Administer STAAR released tests as Benchmarks, semester exams, and district progress monitoring assessments.	All	Director of CIA, Teachers	September, November, January & February	State Funds	Data in DMAC	Increase performance on STAAR Assessments		
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students. <ul style="list-style-type: none"> <li>● Inclusion</li> <li>● Tutorials</li> <li>● Extended Day</li> <li>● After School Program</li> <li>● RTI Program</li> </ul>	At-Risk Students	SPED Coordinator, Director, Teachers	August-June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment, Bilingual, Early Ed Allotment, local and State Funds	Documentation of services provided	Increase academic performance		

Provide a challenging curriculum for all students to reinforce skills needed for advancement.	All students	Director, Teachers	August-July	IMA, Comp Ed, ESL, CTE, Dyslexia, Sped, Early Ed Allotments, State Funds	Benchmark data	Increased masters on STAAR		
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12	Career Counselors	August-June	State Funds	Enrollment	Participation data		
Working towards becoming a “leader in me” lighthouse district.	k-12	Director and teachers	August-June					

**District Goal #2:** At UT Tyler University Academy, a safe and orderly school climate will be provided, together with a positive learning environment, for all students and employees of the district.

**Performance Objective A:** The district will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

**Performance Objective B:** The district will maintain a continuous cycle of improvement through review and evaluation of the safe and orderly environment policy and procedures established, measured annually on the safety audit.

**Performance Objective C:** The district will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in PEIMS

**Performance Objective D:** The district will provide a healthy environment for all students, faculty and staff aligned with county and state COVID-19 Guidelines.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide Bullying Recognition/Prevention training to students, staff, and parents.	All	Superintendent, Director, Teachers	August-June	State Funds	Sign-in sheet	Decrease in bullying incidents documented		
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July		Campuses are equipped with cameras.	Continuous observation of safety risks.		
Review Emergency Response Plans: <ul style="list-style-type: none"> <li>● Fire Drill</li> <li>● Reverse Evacuation</li> <li>● Severe Weather</li> <li>● Lockdown</li> <li>● Hold</li> </ul>	All	University safety team, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency		

Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents		
Monthly safety inspections and preventions	All	Superintendent, The University of Texas at Tyler Designee	August-July	State Funds, UT Tyler Funds	Inspection reports	Number of accidents reported		
Training on Bloodborne pathogens and annual CPR/AED training.	All	Online Course Director/ School Nurse	September	State Funds	Completion certificates	Completion Certificates		
Campus will have a DSL that will attend safety training every other month.	All	Director	August-July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safely		
Providing social and emotional support to students through various district resources.	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds	Student surveys	Decrease in bullying incidents reported.		
Each campus will have an officer present to support improved safety by continuous communication with University Police.	All	Director/ Superintendent	August-June	Safety Allotment, State and UT Tyler Funds	Safety data	School data		



**District Goal #3:** At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience.

Performance Objective A: 100% of parents will be encouraged to participate in activities throughout the school year.

Performance Objective B: 100% of stakeholders will utilize student management systems to support effective communication between school and home.

Performance Objective C: 100% of students will meet the Foundation High School Program supporting presentation of diplomas as measured on transcripts.

Performance Objective D: 90% of students will receive the Performance Acknowledgement in dual credit on their high school transcript to support college completion.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Host parent meetings/conferences for each campus throughout the year to support student success.	All	Director, Teachers	August-June	State Funds	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation and engagement		
Provide a parent orientation for new families to the school.	All	Directors	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation		
Have a diverse opportunity for parents to serve on various committees.	All	Superintendent, Director	August-June	State Funds	Sign-in sheets/Attendee list, Letters	Parents involved in district decisions		

Invite parents to participate in Project Based Learning (PBL) presentation days.	All	Director, Teachers	August-June	State Funds	Schedule of presentations	Understanding of PBL process and content		
Provide and utilize an online system to support effective communication between the school and home so parents can have access to grades and assignments.	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child		
Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments		
Survey parents on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board		
Assist parents completing FAFSA for senior students.	12 <sup>th</sup> grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation		
Advisory-Career Academics/College Activities	6 <sup>th</sup> -12 <sup>th</sup> grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded	Observations	Observations		

				by UT Tyler				
Post-Secondary Tours	9 <sup>th</sup> grade	Teachers- UT Tyler, Career Counselor	August- July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data		
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12 <sup>th</sup> grade	Career Counselor	September	CTE Funds	Registration	Participant evaluations		
Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	All	Directors, Teachers	August -July	State Funds	Schedule of trainings and sign-in sheets/ attendee list	Increase parent involvement		
Maintain up-to-date information on the district website and social media platforms.	All	Superintendent, Director, IT Department	August- July	State Funds	Up-dates made by IT Support	Website is up-to-date with current information		
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August- July	State Funds	Schedule of calls/recordings and copy of emails	System report analyzing connections made		

Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds	Student enrollment	End of course exams		
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**District Goal #4:** At UT Tyler University Academy, the district will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

Performance Objective A: 100% of teachers in core academic subjects will be highly qualified, as measured through annual federal reports.

Performance Objective B: 90% of staff will be retained annually, as measured on the annual district report card.

Performance Objective C: 100% of all students will meet the progress measure on STAAR Assessment.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Provide incentives to attract highly qualified staff: <ul style="list-style-type: none"> <li>● Health insurance provided</li> <li>● Free college tuition for employees and immediate family</li> <li>● Competitive salary</li> <li>● Loyalty Bonus</li> <li>● Promotion Plan</li> </ul>	Teachers	Superintendent, Director of CIA Director	August- July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report		
Provide teachers with the opportunity to earn a Master’s Degree from The University of Texas at Tyler free of charge.	Teachers	The University of Texas at Tyler	August- July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master’s program	Teachers who have Master’s Degree		

<p>Provide staff development in a variety of methods to meet State Requirements:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Science Safety Update</li> <li>• Bloodborne Pathogens</li> <li>• Child Abuse/Neglect</li> <li>• Other</li> </ul>	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants, Dyslexia, ESL, Sped, Early Ed Allotment Funds	Sign-in sheets/Attendee list, Completed registration	Meet state requirements, Certificates of Completion		
<p>Provide teachers support through a personalized coaching model to support the school instructional model:</p> <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Blended Learning</li> <li>• Personalized Learning</li> <li>• State Standards</li> </ul>	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds	Sign-in sheets/Attendee list	Implementation of instructional model; MIZ Grant with personalized learning		
Teacher evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas		
Provide opportunity for teachers to be promoted to Distinguished Teacher through teacher incentive allotment.	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Portfolios submitted for review	Teachers promoted to Distinguished Teacher		

Provide staff training on technology equipment and programs available for instruction.	Teachers	IT Department; Instructional Coaches	August- July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology		
Provide paraprofessionals with required training to ensure they are highly qualified.	Para- professionals	Directors	August- July	Local Funds, Title 1	Training certificate	Certificates of completion		
Provide teachers training in an online data system and student progress monitoring spreadsheets—to analyze student performance on STAAR, CDAs, and Benchmarks.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants	August- July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance		

**District Goal #5:** At the UT Tyler University Academy, the district will provide a state-of-the-art university lab facility to support K-12 grade learning focusing on STEM education and university readiness.

**Performance Objective A:** 100% of student teachers will have the opportunity to visit the University Academy and observe project and problem-based learning instruction taught in a K-12 grade setting.

**Performance Objective B:** 100% of teachers will obtain a master's degree within 7 years of employment, as measured by awarded degrees.

<b>Activities</b>	<b>Special Population</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>SM1 Eval</b>	<b>SM2 Eval</b>
Facilities will provide a design to support Project and Problem-Based Learning, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds	Student presentations	Student/Staff survey		
Facilities will provide opportunities to engage students in STEM activities and PLTW activities.	Students	Superintendent, Directors, Teachers, UT Tyler	August-July	State, CTE allotment Funds	Observations, Walk-thru data	Student/Staff survey		
Continue building relationships with UT Tyler College of Education and Psychology by partnering with professors for research, case studies, lab experiences, and opportunity to participate in counselling/teacher preparation programs	Students	Superintendent, Directors, Teachers, UT Tyler Education Department	August-July	State, CTE allotment Funds, UT Tyler Funds	Schedule of calendar events	Increased involvement and professor partnerships		



## LEA Plan Title I, Part A

The UT Tyler University Academy (UTTUA) has one campus that qualifies for Title I, Part A targeted assistance which is the UTTUA at Palestine campus.

This LEA plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The LEA has a parent and family engagement policy which can be found at Module 400.05 (Parent and Community Policy). These policies are available on the district website [uttua.org](http://uttua.org) and are referenced in the student handbook which is acknowledged by all parents including those qualifying for Title I services each school year. The school board reviews and adopts policies on a rotating basis as needed. The UTTUA at Palestine campus design team evaluates the effectiveness of the campus parent family engagement plan each year, and makes recommendations to the school board as needed.

Eligible children are identified by UTTUA at Palestine as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. The 2021-2022 criteria used to designate a student as one who qualifies for Title I services is as follows:

- Student qualifies for free breakfast based on the 2021 socioeconomic Form
- Student was retained in grade during a previous year (including holding back by parental request)
- Student is homeless according to 42 USC 11302
- Student failed a state assessment given during the current or preceding school year

The UTTUA at Palestine campus utilizes an “Parent compact ” to meet the requirements of the School-Parent Compact which outlines how parents, the entire school staff, and student will share the responsibility for improved student academic achievement and the means by which the school parents will build and development a partnership to help children achieve the state’s high standards.

For the 2021-2022 school year the UTTUA at Palestine campus will use the Title I, Part A funds to support students of identified families by providing an after-school program and summer program through the Palestine YMCA and provide needed school supplies. Please see the UTTUA at Palestine Parent Agreement for details about the program including time of service, transportation, and activities provided.

Each year during the back to school professional development the UTTUA at Palestine campus educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Each year the UTTUA at Palestine campus holds a Title I parent meeting during which time the LEA plan is available to parents, the public, and the information contained in such plan is in an easy to understand format.

At the beginning of each school year the LEA provides parents information via email on how the school’s students’ achievement on the State’s academic assessments compared to students served by the local educational agency and the State.

At the beginning of each school year the LEA notifies parents of all students via email with information regarding the professional qualifications of the student's classroom teachers.

## **SECTION 5**

### **Report of Violent or Criminal Incidents**

The Annual Report must include information about violent or criminal incidents on each campus. Each district determines the format of this 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 (FERPA).
- 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.

Included in the Annual Report are the following:

- District/Campus Disciplinary Reports
  - All disciplinary referrals were a result of either:
    - PEIMS Code 04 - Controlled Substance Offense
    - PEIMS Code 23 - Emergency Placement / Expulsion
    - PEIMS Code 21 - Violation of Student Code of Conduct
    - PEIMS Code 41 - Fighting/Mutual Combat
    - PEIMS Code 61 - Harassment/Bullying Offense
- Copy of the Student of Conduct.

As no new evaluations were conducted under the Safe and Drug-Free Schools and Communities Act during 2021-2022, there are no findings to report at this time.

**TEXAS EDUCATION AGENCY**  
 COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY DISCIPLINE ACTION GROUPS  
 PEIMS 2021-2022 DATA  
 District: UT TYLER UNIVERSITY ACADEMY 212804  
 Charter Status: OPEN ENROLLMENT CHARTER

STUDENT GROUP	NUMBER OF STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS PERCENT	OSS ACTIONS	OSS STUDENTS	OSS PERCENT	DAEP ACTIONS	DAEP STUDENTS	DAEP PERCENT	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP PERCENT	EXPUL ACTIONS	EXPUL STUDENTS	EXPUL PERCENT
ALL STUDENTS	916	N/A	N/A	N/A	35	22	2.40	0	0	0	0	0	0	N/A	N/A	N/A
AMERICAN INDIAN OR ALASKA NAT	N/A	0	0	0	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
ASIAN	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BLACK OR AFRICAN AMERICAN	65	0	0	0	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
HISPANIC/LATINO	179	0	0	0	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
NATIVE HAWAIIAN/OTHER PACIFIC	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TWO OR MORE RACES	48	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
WHITE	582	N/A	N/A	N/A	22	14	2.41	0	0	0	0	0	0	N/A	N/A	N/A
FEMALE	455	0	0	0	16	N/A	N/A	0	0	0	0	0	0	N/A	N/A	N/A
MALE	461	N/A	N/A	N/A	19	N/A	N/A	0	0	0	0	0	0	N/A	N/A	N/A
SPECIAL ED.	112	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
ECON. DIS.	306	N/A	N/A	N/A	12	N/A	N/A	0	0	0	0	0	0	0	0	0
AT RISK	280	N/A	N/A	N/A	11	N/A	N/A	0	0	0	0	0	0	0	0	0

*At risk counts are based on students who were enrolled in the fall of the school year.  
 N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

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**TEXAS EDUCATION AGENCY**  
 District Level Annual Discipline Summary  
 PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR22
UT TYLER UNIVERSITY ACADEMY 212804	OPEN ENROLLMENT CHARTER	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	916
			A02	DISTRICT DISCIPLINE POPULATION	24
			A03	DISTRICT DISCIPLINE RECORD COUNT	45
		B-DISCIPLINE DATA TRENDS	B04	COUNT OF STUDENTS EXPELLED	N/A
			B06	DISCRETIONARY EXPULSIONS	N/A
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	22
		D-EXPULSION ACTIONS	C14	WHITE	N/A
		F-OUT OF SCHOOL SUSPENSIONS	C22	AMERICAN INDIAN OR ALASKA NAT	N/A
			C24	BLACK OR AFRICAN AMERICAN	N/A
			C25	HISPANIC/LATINO	N/A
			C27	TWO OR MORE RACES	N/A
			C28	WHITE	22
		G-IN SCHOOL SUSPENSIONS	C34	TWO OR MORE RACES	N/A
			C35	WHITE	N/A
		I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	32
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
			D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
		N-ECO. DISADV. EXPULSIONS	E07	NON ECO. DISAD. EXPULSIONS	N/A
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	12
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	23
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR22
		S-AT RISK EXPULSIONS	F07	NON AT RISK EXPULSIONS	N/A
			F08	UNKNOWN AT RISK STATUS EXPULSIONS	N/A
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
			F14	AT RISK OUT OF SCHOOL SUSPEN	11
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	22
			F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	N/A
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
			F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
		W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	19
			G23	23-EMERGENCY PLACEMENT/EXPULSION	N/A
			G41	41-FIGHTING/MUTUAL COMBAT	N/A
			G61	61-BULLYING TEC 37.0052(B)	N/A
		X-DISCIPLINE ACTION COUNTS	H01	01-EXPL W/O PLC IN ANTHR EDU STNG	N/A
			H05	05-OUT-OF-SCHOOL SUSPENSION	24
			H06	06-IN-SCHOOL SUSPENSION	N/A
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	11
			H26	26-PART DAY IN-SCHOOL SUSPEND	N/A
			H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

**TEXAS EDUCATION AGENCY**  
**Campus Level Annual Discipline Summary**  
**PEIMS Discipline Data for 2021-2022**

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
UT TYLER UNIVERSITY ACADEMY 212804	OPEN ENROLLMENT CHARTER	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	380
				A02	CAMPUS DISCIPLINE POPULATION	12
				A03	CAMPUS DISCIPLINE RECORD COUNT	22
			B-DISCIPLINE DATA TRENDS	B04	COUNT OF STUDENTS EXPELLED	N/A
				B06	DISCRETIONARY EXPULSIONS	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	12
			D-EXPULSION ACTIONS	C14	WHITE	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C22	AMERICAN INDIAN OR ALASKA NAT	N/A
				C24	BLACK OR AFRICAN AMERICAN	N/A
				C25	HISPANIC/LATINO	N/A
				C27	TWO OR MORE RACES	N/A
				C28	WHITE	N/A
			I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	19
			N-ECO. DISADV. EXPULSIONS	E07	NON ECO. DISAD. EXPULSIONS	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	11
			S-AT RISK EXPULSIONS	F07	NON AT RISK EXPULSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	13
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	12
				G23	23-EMERGENCY PLACEMENT/EXPULSION	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
				G61	61-BULLYING TEC 37.0052(B)	N/A
			X-DISCIPLINE ACTION COUNTS	H01	01-EXPL W/O PLC IN ANTHR EDU STNG	N/A
				H05	05-OUT-OF-SCHOOL SUSPENSION	14
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A

*"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*



**TEXAS EDUCATION AGENCY**  
 Campus Level Annual Discipline Summary  
 PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
UT TYLER UNIVERSITY ACADEMY 212804	OPEN ENROLLMENT CHARTER	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	277
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C27	TWO OR MORE RACES	N/A
				C28	WHITE	N/A
			G-IN SCHOOL SUSPENSIONS	C34	TWO OR MORE RACES	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

*"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

**TEXAS EDUCATION AGENCY**  
**Campus Level Annual Discipline Summary**  
**PEIMS Discipline Data for 2021-2022**

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
UT TYLER UNIVERSITY ACADEMY 212804	OPEN ENROLLMENT CHARTER	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	259
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B04	COUNT OF STUDENTS EXPELLED	N/A
				B06	DISCRETIONARY EXPULSIONS	N/A
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			D-EXPULSION ACTIONS	C14	WHITE	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C28	WHITE	N/A
			G-IN SCHOOL SUSPENSIONS	C35	WHITE	N/A
			I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			N-ECO. DISADV. EXPULSIONS	E07	NON ECO. DISAD. EXPULSIONS	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
				E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
			S-AT RISK EXPULSIONS	F08	UNKNOWN AT RISK STATUS EXPULSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
			X-DISCIPLINE ACTION COUNTS	H01	01-EXPL W/O PLC IN ANTHR EDU STNG	N/A
				H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

*"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*



The University of Texas at Tyler  
**UNIVERSITY  
ACADEMY**

**STUDENT CODE OF CONDUCT  
2022-2023**

**First Edition  
July 14, 2022**

**UT Tyler University Academy  
STUDENT CODE OF CONDUCT  
2022-2023**

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## APPLICATION OF THE CODE

The **board of trustees** of the **UT Tyler University Academy** has adopted this Student Code of Conduct (the “Code”) in accordance with Section 12.131 of the Texas Education Code, in order to clearly communicate standards for expected student conduct, the disciplinary consequences which may be applied to students who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and students are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and students will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available **on the district’s Web site at [www.uttua.org](http://www.uttua.org)**.

The School has the authority to create and enforce rules related to student conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. The School has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a nexus with the School, its students, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a student’s use of electronic media, whether on or off campus.

Other School rules, codes or policies may apply to a student’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

The school will exclude from admission students with a documented history of a criminal offense(s), juvenile court adjudication(s), or disciplinary problems under subchapter A, Chapter 37 of the Education Code within the last three school years, as evidenced by records received from schools previously attended by the student, law enforcement, or any other relevant documentation, and may exclude the student from admission on this basis.

If a student who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the student shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under § 37.10 of the Texas Penal Code. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

## EXPECTATIONS FOR STUDENT CONDUCT

The mission of **UT Tyler University Academy** is to **develop students who leave school STEM College and Career Ready. STEM College Ready indicates students are prepared to enroll in a STEM Major at a university. Typically this means they are calculus ready upon graduation or have completed calculus in high school.** To achieve that mission, the School must be an environment safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to the School's learning environment, to treat other students, School personnel, and visitors to the School with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner, always exercising self-discipline;
- Demonstrate courtesy and respect for others, especially other students and School personnel;
- Attend classes and required School activities and events regularly and on time;
- Prepare for each class, take appropriate materials and assignments to class, and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for School property and facilities;
- Follow policies related to use of technology;
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Student Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

# PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

## General Student Behavior

1. Violate dress and grooming standards as communicated in the student handbook;
2. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
3. Disrespectful behavior towards adults;
4. Refuse to accept discipline management techniques assigned by a teacher or principal;
5. Failure to follow directives;
6. Disruption of instruction or other school activities or operations;
7. Unexcused or excessive tardiness;
8. False statements or false accusations;
9. Bullying, including cyberbullying;
10. Teasing, or targeting other students;
11. Inappropriate cell phone or electronic media use;

## Violation of School Rules and Policies

12. Failure to comply with the Student Handbook, or other School or campus rules;
13. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
14. Skipping a class period or other mandatory activity, in whole or in part, without permission;
15. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
16. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities;
17. Truancy or other failure to attend school without excuse;
18. Defacing, destroying or otherwise modifying School property without authorization;
19. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
20. Steal from students, staff, or the school;
21. Commit extortion or blackmail (obtaining money or an object of value from an unwilling person);
22. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
23. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
24. Failing to follow school directives and classroom rules and expectations;
25. Disobeying rules and expectations regarding school transportation;



26. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

### **Violent, Illegal, and Other Serious Offenses**

27. Possession of prohibited items;
- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
  - A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
  - A “look-alike” weapon;
  - An air gun or BB gun;
  - Ammunition;
  - A stun gun; A pocket knife or any other small knife;
  - Mace or pepper spray;
  - Matches or a lighter;
  - A laser pointer for other than an approved use;
  - Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;
28. Conduct which meets the elements of a criminal offense, as determined by the School;
29. Physical, verbal or sexual harassment of others;
30. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
31. Using the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment;
32. False statements, false accusations, or perpetrate hoaxes regarding school safety;
33. Hazing or initiations;
34. Participation in a gang, soliciting or attempt to solicit participation in a gang;
35. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
36. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy;
37. Possessing or selling look-alike drugs or attempt to pass items off as drugs or contraband;
38. Possessing, using, giving, or selling paraphernalia related to any prohibited substance;
39. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
40. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code;
41. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
42. Violence of any kind, including dating violence;
43. Throwing objects that can cause bodily injury or property damage;
44. Fighting;
45. Gambling;

46. Setting or attempting to set a fire;
47. Discharging a fire extinguisher without valid cause;
48. Inappropriate or indecent exposure of body parts;
49. Retaliation of any form against other students or School personnel;
50. Conduct which requires the student's registration as a sex offender;
51. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene, abusive, threatening, harassing, damaging to another's reputation or illegal nature;
52. Endangering the health or safety of others;
53. Other conduct as identified within this Code.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

## DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with the law.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

## INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remain School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, student cell phone, backpack, personal computer, purse, car, etc.).

If an offence is related to sexual misconduct, the charter follows UT Tyler policy as defined in their Handbook of Operating Procedures Section 2.4.3 (<https://www.uttyler.edu/hop/>).

## DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a student receiving special education services requires a student’s Admission, Review, and Dismissal (ARD) committee to conduct a manifestation determination review in order to determine whether the student’s conduct was a manifestation of his or her disability. A manifestation determination review (MDR) should be held as soon as possible, but not later than 10 school days after the decision is made to change the student’s placement.

A change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than ten school days in a school year;
  - b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
  - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without

disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

Refer to the **UT Tyler University Academy Student handbook** for more information regarding special education services.

## TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction, oral or written;
- Cooling-off time;
- Seating changes within the classroom or vehicles owned or operated by the district
- Counseling;
- Conference with teacher or administrator;
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy;
- Education/training;
- Improvement plan;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Restriction or revocation of district transportation privileges;
- Confiscation of items;
- Detention, including outside regular school hours;
- In-School Suspension;
- Other alternative placement;
- Out-of-School Suspension;
- Expulsion;
- Other strategies and consequences as determined by school officials.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. If the student returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

## **DETENTION / IN-SCHOOL SUSPENSION**

A student may be assigned to one or more sessions of detention or placed in in-school suspension for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school, during lunch period, or during recess. In-school suspension will require the student to report to the in-school suspension classroom for all or part of one or more school days. While in in-school suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

## **OUT-OF-SCHOOL SUSPENSION**

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and/or in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.



## REASONS FOR EXPULSION

A student **may** be expelled from the School if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
  - a. A firearm;
    - i. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
  - b. A location-restricted knife;
    - i. A location-restricted knife, such as a knife with a blade over 5.5 inches.
  - c. A club; or
    - i. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
  - d. prohibited weapon
    - i. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
    - ii. The frame or receiver of any such weapon.
    - iii. Such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device.
  - e. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location, date on which the student's conduct occurred, whether the student was enrolled in the district, or whether the student has successfully completed any court disposition requirements imposed in connection with the conduct:
  - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
  - b. Assault against another student, an employee, or a volunteer of the School;

- c. Deadly conduct;
  - d. A Title V felony under the Penal Code.
3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
- a. False alarm or report or terroristic threat involving a public school;
  - b. An offense related to an abusable volatile chemical;
  - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
  - d. Criminal mischief if the conduct is punishable as a felony;
  - e. Public lewdness or indecent exposure.
4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
- a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
    - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
  - b. Regardless of location:
    - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
    - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Bullying.** The student, regardless of location:
- a. Engages in bullying that encourages a student to commit or attempt to commit suicide;

- b. Incites violence against a student through group bullying; or
  - c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
6. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:
- a. Engages in conduct that constitutes a felony;
  - b. Commits an assault;
  - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.
7. **Property of Another District.** A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

## EXPULSION PROCESS

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student may choose to **voluntarily** waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

The School will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

## **TERMS OF EXPULSION**

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 school days to one calendar year. A permanent expulsion allows the School to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

A student expelled from the School for any length of time is not eligible for readmission to the school at any time.

During a period of expulsion, the student is prohibited from entering onto any school property and attending any school-sponsored or school-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a period of expulsion.

## **DISCIPLINE APPEAL PROCESS**

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the school board by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the School Board President and arrange for the school board to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the school board. The decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

# TRUANCY

State compulsory attendance law requires that every child at least ages 6 and younger than 19 years of age attend school. The School enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by School policy or rule, or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an "unexcused" absence.

The School will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four week period, and will begin the implementation of truancy prevention measures, which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences;
2. School-based community service; or
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend school, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. A student, who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court within 10 days of the student's 10<sup>th</sup> unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance as further detailed below.

Before the School makes a referral to truancy court, the School's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The School will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student is 19 or older and has more than 3 unexcused absences in one semester, the School will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the School may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, the School may revoke the student's enrollment.

## BULLYING

Bullying is strictly prohibited and **UT Tyler University Academy** may implement a variety of different techniques – both educational and disciplinary in nature – in order to eliminate bullying between students.

Students may face disciplinary consequences for bullying conduct that:

1. occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; or
3. is considered cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity, *if* the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Students who engage in certain bullying behavior may be expelled from UT Tyler University Academy, as further discussed on pages 13-14. Any student who, after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying will not be subject to disciplinary action on the basis of the student's reasonable use of self-defense.

Students are encouraged to report an alleged incident of bullying immediately to the campus director or to any teacher, counselor, or other campus employee. Reports may be made orally or in writing, and reports may be made anonymously. Refer to the Bullying Prevention and Intervention Plan or a UT Tyler University Academy Administrator for additional information. No student or other person shall retaliate against any other student or other person who reports bullying. The school will promptly launch an investigation into the reported incident pursuant to the Bullying Prevention and Intervention Plan. The school will notify the parent(s) of the alleged victim on or before the third business day after the incident is reported and the parent(s) of the alleged bully within a reasonable amount of time after the incident pursuant to the Bullying Prevention and Intervention Plan.

Pursuant to the Bullying and Prevention Intervention Plan and the UT Tyler University Academy Student Handbook students who are victims of bullying, witnesses of bullying, or who engage in bullying have access to a school counselor or designee.

The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office.

## DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. The school board shall have final authority to interpret or amend any terms or provisions within this Code.

**Abusable volatile chemicals:** Those substances as defined in Texas Health and Safety Code § 485.001.

**Alcoholic Beverage:** Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

**Assault:** Intentionally, knowingly, or recklessly causing bodily injury to another.

**Bullying:** A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school. Bullying includes cyberbullying.

**Cyberbullying:** Bullying that is done through the use of any electronic communication device, including a cell phone or other phone, a computer, a camera, e-mail, an Internet website, or any other Internet-based communication tool. Cyberbullying includes conduct that occurs off school property or outside of a school-sponsored or school-related activity if it (1) interferes with a student's educational opportunities, or (2) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Club:** An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

**Controlled substance:** Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

**Deadly conduct:** Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Electronic media:** Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.



**False alarm or report:** Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm (federal):** (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

**Firearm (state):** Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

**Gang:** An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

**Harassment:** Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

**Hazing:** Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

**Intimate visual material:** visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

**Location-restricted knife:** A knife with a blade over 5 and one-half inches.

**Paraphernalia:** Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

**Possession:** Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related

activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

**Prohibited item:** Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Code.

**Prohibited weapons:** Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

**Retaliation:** Harming or threatening to harm another: (1) on account of their service as a School employee or volunteer, (2) to prevent or delay another's service to the School, or (3) because the person intends to report a crime or violation of this Code.

**Self-defense:** When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

**Sexual harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile, or offensive educational environment.

**Soliciting:** Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

**Short-barrel firearm:** A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, it has an overall length of less than 26 inches.

**Switchblade knife:** Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

**Terroristic threat:** Threats to commit an offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

**Title 5 felony offenses:** Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder; transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; coercing, soliciting, or inducing gang membership; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

**Under the influence:** When in an employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The student need not be legally intoxicated.

**Use:** With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

**Zip gun:** A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

## **SECTION 6**

### **Student Performance in Postsecondary Institutions**

Texas Education Code, §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.

Although this section would finally apply to UT Tyler University Academy for the Class of 2019 performance in post-secondary education during the 2019-2020 school year, the data is only available by campus. Our campuses did not have over 25 graduates each and will not be represented on their report.

However, THECB does have data available that reports the number of 2021 high school graduates who attended a post-secondary institution in the Fall of 2021. The data presented in this section as being relevant to UTTUA's graduate data. The data was retrieved using the following reporting tool:

<http://www.txhighereddata.org/index.cfm?objectid=C7CAEE90-D970-11E8-BB650050560100A9>

**UT Tyler University Academy Graduates from FY2021  
Enrolled in Texas Public or Independent Higher Education Fall 2021**

UT Tyler University Academy (212804)	U. of Texas at Tyler (011163)	20
	Kilgore College (003580)	5
	Other Public 4-yr Institution (6)	7
	Other Public 2-yr Institution (2)	3
	Not found	11
	Total high school	46

Districts with more than 25 graduates.

“Other” records combine records where the total students for one institution < 5.

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

“Not found” graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

<http://www.txhighereddata.org/index.cfm?objectid=C7CAEE90-D970-11E8-BB650050560100A9>