UTTUA Annual Report 2022-2023

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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 or the Texas Education Agency (TEA) website at:
https://tea.texas.gov/perfreport/tapr/index.html

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

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STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

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

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

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

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Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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

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

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

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

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

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

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

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Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

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

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

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

6-year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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

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

Graduation Profile (2022-2023)

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

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

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

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

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

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total number of graduates in the 2021-22 school year

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

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

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

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total number of graduates in the 2021-22 school year

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

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

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

College Readiness

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

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

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

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

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

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

Career/Military Readiness

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

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

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

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

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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

The percentages are calculated as follows:

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English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Any Subject.

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

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

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-22 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-21 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

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All Subjects.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

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

All Subjects.

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

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

All Subjects.

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

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

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

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

$$\frac{}{\text{number of 2021-22 graduates reported}}$$

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

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

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

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

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

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

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

Other Postsecondary Indicators (2022–23)

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

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

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

Any Subject.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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

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

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

Student Information (2022–23)

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

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

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

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

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

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

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

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

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

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

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

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

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

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

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2021–22* available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs*. (Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.
- *Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. *(Data source: Division of District Talent Systems)*

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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 2020–21 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist

2022–23 Texas Academic Performance Report (TAPR) Glossary

008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

District Number: 212804

This district is a Charter District.

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	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	78%	**89%**	*	76%	98%	*	*	-	100%	70%	-	94%	85%	81%	40%
	2022	76%	78%	**84%**	*	60%	90%	-	*	-	83%	57%	*	83%	85%	84%	*
At Meets Grade Level or Above	2023	50%	50%	**59%**	*	52%	65%	*	*	-	60%	30%	-	61%	58%	47%	0%
	2022	51%	51%	**57%**	*	50%	59%	-	*	-	67%	21%	*	58%	55%	48%	*
At Masters Grade Level	2023	20%	18%	**16%**	*	20%	15%	*	*	-	20%	0%	-	28%	5%	6%	0%
	2022	30%	28%	**40%**	*	40%	36%	-	*	-	67%	0%	*	40%	39%	39%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**79%**	*	64%	85%	*	*	-	80%	40%	-	83%	75%	69%	60%
	2022	71%	73%	**78%**	*	60%	84%	-	*	-	67%	36%	*	81%	73%	71%	*
At Meets Grade Level or Above	2023	45%	44%	**54%**	*	40%	58%	*	*	-	80%	30%	-	56%	53%	34%	40%
	2022	43%	44%	**46%**	*	40%	43%	-	*	-	67%	21%	*	52%	36%	39%	*
At Masters Grade Level	2023	19%	17%	**18%**	*	12%	18%	*	*	-	60%	0%	-	17%	20%	16%	20%
	2022	21%	21%	**22%**	*	20%	17%	-	*	-	50%	0%	*	27%	15%	26%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**84%**	*	80%	83%	-	*	-	100%	47%	*	75%	93%	82%	*
	2022	77%	77%	**93%**	*	90%	92%	-	*	-	*	67%	*	94%	92%	84%	*
At Meets Grade Level or Above	2023	48%	45%	**55%**	*	40%	56%	-	*	-	63%	7%	*	53%	58%	55%	*
	2022	54%	52%	**75%**	*	80%	70%	-	*	-	*	33%	*	82%	71%	58%	*
At Masters Grade Level	2023	22%	18%	**26%**	*	20%	24%	-	*	-	38%	7%	*	25%	28%	32%	*
	2022	28%	25%	**44%**	*	50%	43%	-	*	-	*	0%	*	59%	37%	21%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**76%**	*	80%	76%	-	*	-	88%	33%	*	75%	78%	77%	*
	2022	70%	70%	**84%**	*	90%	84%	-	*	-	*	83%	*	100%	76%	63%	*
At Meets Grade Level or Above	2023	48%	46%	**50%**	*	40%	48%	-	*	-	63%	0%	*	48%	53%	45%	*
	2022	43%	42%	**62%**	*	60%	62%	-	*	-	*	33%	*	76%	55%	47%	*
At Masters Grade Level	2023	22%	20%	**24%**	*	20%	20%	-	*	-	38%	0%	*	33%	15%	14%	*
	2022	23%	22%	**36%**	*	20%	41%	-	*	-	*	17%	*	53%	29%	16%	*
Grade 5 Reading																	

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	79%	**93%**	*	100%	95%	-	*	-	*	75%	*	96%	90%	86%	*
	2022	81%	81%	**95%**	100%	94%	94%	-	*	-	100%	67%	*	100%	93%	92%	*
At Meets Grade Level or Above	2023	57%	53%	**76%**	*	60%	78%	-	*	-	*	38%	*	82%	70%	71%	*
	2022	58%	57%	**90%**	100%	88%	91%	-	*	-	86%	50%	*	90%	91%	80%	*
At Masters Grade Level	2023	28%	25%	**38%**	*	30%	43%	-	*	-	*	13%	*	43%	33%	29%	*
	2022	36%	34%	**54%**	50%	56%	58%	-	*	-	29%	17%	*	40%	60%	52%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**83%**	*	80%	86%	-	*	-	*	63%	*	86%	80%	71%	*
	2022	77%	78%	**94%**	100%	100%	91%	-	*	-	86%	50%	*	100%	91%	92%	*
At Meets Grade Level or Above	2023	51%	48%	**59%**	*	40%	65%	-	*	-	*	38%	*	68%	50%	43%	*
	2022	48%	49%	**71%**	67%	69%	70%	-	*	-	86%	17%	*	75%	70%	68%	*
At Masters Grade Level	2023	21%	18%	**28%**	*	20%	32%	-	*	-	*	0%	*	25%	30%	14%	*
	2022	25%	25%	**38%**	33%	44%	39%	-	*	-	29%	17%	*	40%	37%	40%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	64%	**66%**	*	60%	70%	-	*	-	*	38%	*	71%	60%	57%	*
	2022	66%	69%	**92%**	83%	88%	94%	-	*	-	100%	67%	*	95%	91%	92%	*
At Meets Grade Level or Above	2023	36%	34%	**33%**	*	20%	38%	-	*	-	*	13%	*	36%	30%	7%	*
	2022	38%	41%	**54%**	33%	44%	61%	-	*	-	71%	17%	*	70%	47%	36%	*
At Masters Grade Level	2023	16%	14%	**24%**	*	20%	27%	-	*	-	*	0%	*	18%	30%	0%	*
	2022	18%	19%	**22%**	0%	19%	27%	-	*	-	29%	0%	*	25%	21%	12%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**93%**	75%	93%	98%	-	*	-	88%	60%	*	92%	94%	88%	*
	2022	70%	71%	**86%**	67%	85%	88%	-	80%	-	100%	50%	*	94%	78%	85%	75%
At Meets Grade Level or Above	2023	52%	51%	**76%**	75%	64%	85%	-	*	-	50%	50%	*	74%	79%	69%	*
	2022	43%	43%	**72%**	50%	62%	80%	-	80%	-	60%	33%	*	84%	62%	80%	63%
At Masters Grade Level	2023	22%	20%	**44%**	38%	36%	50%	-	*	-	25%	20%	*	45%	42%	44%	*
	2022	23%	23%	**52%**	33%	46%	58%	-	60%	-	40%	17%	*	69%	38%	45%	25%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**93%**	75%	93%	95%	-	*	-	100%	80%	*	95%	91%	91%	*
	2022	73%	73%	**91%**	67%	92%	93%	-	100%	-	100%	100%	*	100%	84%	80%	100%

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	40%	**61%**	50%	43%	70%	-	*	-	50%	30%	*	61%	61%	56%	*
	2022	39%	38%	**72%**	50%	54%	78%	-	80%	-	100%	83%	*	84%	62%	55%	50%
At Masters Grade Level	2023	16%	15%	**27%**	38%	21%	33%	-	*	-	0%	10%	*	32%	21%	28%	*
	2022	16%	15%	**32%**	17%	23%	38%	-	40%	-	20%	33%	*	41%	24%	25%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**96%**	100%	92%	95%	-	100%	-	*	82%	*	98%	93%	94%	100%
	2022	80%	81%	**95%**	83%	92%	96%	*	*	-	*	86%	*	97%	93%	89%	*
At Meets Grade Level or Above	2023	55%	53%	**75%**	60%	85%	71%	-	80%	-	*	27%	*	76%	74%	81%	75%
	2022	56%	55%	**78%**	33%	75%	82%	*	*	-	*	43%	*	90%	70%	64%	*
At Masters Grade Level	2023	27%	25%	**57%**	40%	38%	62%	-	80%	-	*	18%	*	66%	44%	50%	38%
	2022	37%	35%	**58%**	33%	50%	58%	*	*	-	*	0%	*	67%	51%	39%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	**85%**	80%	77%	86%	-	100%	-	*	82%	*	80%	93%	69%	88%
	2022	61%	63%	**78%**	33%	67%	86%	*	*	-	*	57%	*	77%	79%	71%	*
At Meets Grade Level or Above	2023	37%	39%	**65%**	40%	62%	64%	-	80%	-	*	36%	*	66%	63%	56%	63%
	2022	31%	33%	**52%**	33%	67%	50%	*	*	-	*	29%	*	53%	51%	46%	*
At Masters Grade Level	2023	11%	11%	**28%**	20%	8%	33%	-	60%	-	*	9%	*	29%	26%	25%	13%
	2022	13%	14%	**27%**	33%	8%	32%	*	*	-	*	14%	*	30%	26%	18%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**100%**	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	*
	2022	83%	83%	**98%**	100%	100%	97%	-	*	-	*	100%	*	97%	100%	100%	100%
At Meets Grade Level or Above	2023	58%	56%	**82%**	80%	90%	81%	*	*	-	*	43%	*	88%	78%	76%	*
	2022	58%	57%	**87%**	100%	94%	79%	-	*	-	*	80%	*	91%	82%	86%	100%
At Masters Grade Level	2023	28%	26%	**59%**	60%	50%	58%	*	*	-	*	43%	*	59%	58%	35%	*
	2022	37%	35%	**69%**	60%	76%	68%	-	*	-	*	20%	*	76%	61%	67%	60%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	74%	**94%**	*	*	100%	*	-	-	-	100%	*	83%	100%	88%	*
	2022	71%	70%	**73%**	*	*	71%	-	-	-	-	*	-	*	57%	*	-
At Meets Grade Level or Above	2023	46%	45%	**56%**	*	*	50%	*	-	-	-	60%	*	33%	70%	50%	*
	2022	40%	40%	**36%**	*	*	43%	-	-	-	-	*	-	*	29%	*	-

	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	2023	17%	16%	**19%**	*	*	0%	*	-	-	-	0%	*	17%	20%	25%	*
	2022	14%	14%	**0%**	*	*	0%	-	-	-	-	*	-	*	0%	*	-
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**94%**	80%	90%	98%	*	*	-	*	100%	*	94%	95%	82%	*
	2022	74%	74%	**97%**	100%	100%	94%	-	*	-	*	80%	*	100%	93%	100%	100%
At Meets Grade Level or Above	2023	47%	43%	**74%**	60%	80%	73%	*	*	-	*	63%	*	72%	76%	59%	*
	2022	45%	43%	**76%**	60%	76%	74%	-	*	-	*	40%	*	91%	57%	76%	100%
At Masters Grade Level	2023	17%	14%	**19%**	20%	10%	20%	*	*	-	*	25%	*	16%	22%	0%	*
	2022	24%	21%	**40%**	40%	47%	35%	-	*	-	*	20%	*	53%	25%	33%	40%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	60%	**81%**	*	80%	82%	*	*	-	*	50%	*	81%	81%	65%	*
	2022	61%	58%	**95%**	100%	94%	94%	-	*	-	*	100%	*	94%	96%	86%	100%
At Meets Grade Level or Above	2023	33%	29%	**46%**	*	70%	39%	*	*	-	*	38%	*	39%	51%	47%	*
	2022	31%	27%	**71%**	80%	65%	71%	-	*	-	*	40%	*	68%	75%	57%	60%
At Masters Grade Level	2023	16%	13%	**21%**	*	20%	20%	*	*	-	*	38%	*	16%	24%	6%	*
	2022	18%	15%	**40%**	40%	29%	47%	-	*	-	*	20%	*	41%	39%	24%	20%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**96%**	83%	100%	97%	-	*	-	*	78%	*	97%	96%	92%	100%
	2022	65%	66%	**95%**	*	93%	98%	*	*	-	*	75%	*	98%	90%	95%	80%
At Meets Grade Level or Above	2023	52%	51%	**89%**	83%	89%	90%	-	*	-	*	67%	*	94%	85%	83%	83%
	2022	47%	47%	**86%**	*	93%	88%	*	*	-	*	38%	*	89%	80%	85%	80%
At Masters Grade Level	2023	13%	11%	**33%**	17%	33%	31%	-	*	-	*	11%	*	39%	27%	25%	17%
	2022	11%	9%	**44%**	*	29%	53%	*	*	-	*	13%	*	43%	45%	35%	20%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**95%**	*	100%	97%	*	*	-	-	67%	*	95%	94%	93%	100%
	2022	72%	72%	**98%**	*	100%	97%	-	*	-	*	80%	-	100%	95%	100%	*
At Meets Grade Level or Above	2023	54%	54%	**84%**	*	79%	89%	*	*	-	-	33%	*	85%	82%	86%	60%
	2022	55%	54%	**93%**	*	100%	89%	-	*	-	*	80%	-	91%	95%	100%	*

	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	2023	9%	8%	**35%**	*	21%	45%	*	*	-	-	0%	*	40%	24%	21%	0%
	2022	9%	7%	**29%**	*	25%	31%	-	*	-	*	0%	-	31%	24%	33%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	76%	**94%**	100%	100%	94%	-	*	-	*	88%	*	100%	90%	92%	*
	2022	76%	73%	**95%**	80%	94%	97%	-	*	-	*	67%	*	97%	92%	95%	83%
At Meets Grade Level or Above	2023	43%	38%	**68%**	50%	46%	76%	-	*	-	*	50%	*	84%	56%	42%	*
	2022	43%	42%	**81%**	80%	75%	84%	-	*	-	*	67%	*	84%	77%	74%	83%
At Masters Grade Level	2023	23%	19%	**39%**	50%	15%	43%	-	*	-	*	13%	*	42%	37%	17%	*
	2022	27%	25%	**66%**	60%	75%	68%	-	*	-	*	50%	*	72%	58%	58%	50%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
	2022	83%	85%	**100%**	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2023	56%	54%	**95%**	80%	94%	97%	-	*	-	*	86%	*	93%	96%	90%	100%
	2022	55%	54%	**86%**	*	71%	91%	*	*	-	*	67%	*	88%	83%	79%	60%
At Masters Grade Level	2023	21%	17%	**53%**	20%	53%	55%	-	*	-	*	43%	*	63%	40%	40%	40%
	2022	21%	18%	**48%**	*	14%	60%	*	*	-	*	44%	*	45%	52%	26%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**98%**	*	100%	100%	*	*	-	*	91%	*	98%	100%	92%	100%
	2022	89%	89%	**100%**	*	100%	100%	-	100%	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	70%	67%	**88%**	*	81%	90%	*	*	-	*	55%	*	90%	83%	85%	40%
	2022	68%	66%	**92%**	*	83%	95%	-	100%	-	*	*	-	92%	92%	100%	*
At Masters Grade Level	2023	38%	31%	**64%**	*	50%	71%	*	*	-	*	36%	*	68%	58%	46%	20%
	2022	42%	37%	**67%**	*	75%	59%	-	100%	-	*	*	-	67%	68%	56%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**95%**	*	91%	94%	-	100%	*	*	100%	-	94%	*	88%	*
	2022	92%	93%	**92%**	*	83%	96%	-	*	-	*	*	-	91%	100%	71%	*
At Meets Grade Level or Above	2023	61%	59%	**65%**	*	36%	74%	-	67%	*	*	80%	-	64%	*	38%	*
	2022	64%	57%	**71%**	*	67%	79%	-	*	-	*	*	-	69%	83%	43%	*

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	5%	**7%**	*	0%	10%	-	17%	*	*	0%	-	8%	*	0%	*
	2022	13%	6%	**8%**	*	17%	7%	-	*	-	*	*	-	9%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**89%**	75%	87%	91%	88%	97%	*	88%	70%	100%	90%	88%	83%	88%
	2022	74%	74%	**91%**	80%	90%	93%	*	96%	-	92%	71%	95%	94%	88%	87%	91%
At Meets Grade Level or Above	2023	49%	47%	**67%**	57%	61%	69%	75%	81%	*	62%	37%	86%	69%	64%	57%	63%
	2022	48%	47%	**72%**	58%	71%	73%	*	89%	-	79%	42%	84%	78%	67%	63%	70%
At Masters Grade Level	2023	20%	17%	**32%**	22%	26%	35%	50%	45%	*	32%	13%	29%	35%	30%	23%	22%
	2022	23%	22%	**42%**	30%	39%	43%	*	54%	-	41%	16%	68%	46%	38%	33%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**93%**	78%	91%	95%	*	100%	-	94%	70%	100%	93%	93%	88%	89%
	2022	75%	76%	**93%**	83%	90%	94%	*	96%	-	97%	70%	100%	95%	90%	90%	86%
At Meets Grade Level or Above	2023	53%	52%	**73%**	68%	69%	76%	*	86%	-	65%	34%	88%	76%	71%	67%	66%
	2022	53%	52%	**79%**	66%	82%	78%	*	91%	-	79%	42%	100%	83%	75%	72%	79%
At Masters Grade Level	2023	20%	18%	**38%**	27%	30%	41%	*	59%	-	35%	13%	38%	43%	33%	30%	23%
	2022	25%	23%	**49%**	34%	48%	50%	*	57%	-	48%	7%	75%	52%	46%	42%	38%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**86%**	74%	81%	87%	*	100%	*	84%	66%	100%	87%	85%	79%	85%
	2022	72%	72%	**86%**	66%	85%	89%	*	95%	-	81%	60%	86%	91%	82%	78%	92%
At Meets Grade Level or Above	2023	45%	43%	**60%**	45%	45%	64%	*	86%	*	63%	31%	100%	63%	57%	46%	59%
	2022	42%	41%	**63%**	47%	62%	63%	*	84%	-	77%	35%	71%	68%	58%	53%	68%
At Masters Grade Level	2023	19%	16%	**25%**	23%	16%	27%	*	45%	*	25%	4%	17%	26%	24%	19%	26%
	2022	20%	19%	**32%**	28%	33%	32%	*	37%	-	35%	17%	57%	36%	29%	27%	28%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	**88%**	79%	88%	90%	*	82%	*	75%	80%	*	91%	85%	79%	83%
	2022	76%	77%	**96%**	93%	96%	96%	*	100%	-	100%	85%	*	99%	94%	97%	92%
At Meets Grade Level or Above	2023	47%	44%	**66%**	57%	67%	67%	*	64%	*	50%	56%	*	66%	66%	49%	67%
	2022	47%	46%	**72%**	50%	64%	76%	*	83%	-	80%	45%	*	85%	59%	62%	62%

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	**29%**	14%	29%	30%	*	18%	*	50%	20%	*	28%	29%	9%	17%
	2022	21%	19%	**37%**	14%	28%	43%	*	67%	-	20%	25%	*	44%	30%	23%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**89%**	57%	92%	90%	*	*	-	*	74%	*	90%	89%	77%	100%
	2022	75%	74%	**98%**	100%	97%	97%	-	100%	-	100%	100%	*	97%	98%	90%	100%
At Meets Grade Level or Above	2023	52%	48%	**66%**	57%	77%	63%	*	*	-	*	47%	*	68%	64%	63%	57%
	2022	50%	47%	**81%**	86%	72%	83%	-	100%	-	83%	67%	*	80%	83%	70%	57%
At Masters Grade Level	2023	27%	22%	**42%**	14%	38%	44%	*	*	-	*	37%	*	45%	38%	23%	14%
	2022	30%	26%	**54%**	43%	48%	54%	-	78%	-	67%	44%	*	54%	53%	33%	29%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	**45%**	*	40%	48%	*	*	-	60%	20%	-	47%	43%	25%	0%
	2022	36%	36%	**42%**	*	40%	40%	-	*	-	67%	14%	*	46%	36%	35%	*
Reading and Mathematics Including EOC	2023	37%	36%	**45%**	*	40%	48%	*	*	-	60%	20%	-	47%	43%	25%	0%
	2022	36%	36%	**42%**	*	40%	40%	-	*	-	67%	14%	*	46%	36%	35%	*
Reading Including EOC	2023	50%	50%	**59%**	*	52%	65%	*	*	-	60%	30%	-	61%	58%	47%	0%
	2022	51%	51%	**57%**	*	50%	59%	-	*	-	67%	21%	*	58%	55%	48%	*
Math Including EOC	2023	45%	44%	**54%**	*	40%	58%	*	*	-	80%	30%	-	56%	53%	34%	40%
	2022	43%	44%	**46%**	*	40%	43%	-	*	-	67%	21%	*	52%	36%	39%	*
4th Graders																	
Reading and Mathematics	2023	38%	35%	**48%**	*	40%	44%	-	*	-	63%	0%	*	45%	50%	41%	*
	2022	36%	34%	**60%**	*	60%	59%	-	*	-	*	33%	*	71%	55%	47%	*
Reading and Mathematics Including EOC	2023	38%	35%	**48%**	*	40%	44%	-	*	-	63%	0%	*	45%	50%	41%	*
	2022	36%	34%	**60%**	*	60%	59%	-	*	-	*	33%	*	71%	55%	47%	*
Reading Including EOC	2023	48%	45%	**55%**	*	40%	56%	-	*	-	63%	7%	*	53%	58%	55%	*
	2022	54%	52%	**75%**	*	80%	70%	-	*	-	*	33%	*	82%	71%	58%	*
Math Including EOC	2023	48%	46%	**50%**	*	40%	48%	-	*	-	63%	0%	*	48%	53%	45%	*
	2022	43%	42%	**62%**	*	60%	62%	-	*	-	*	33%	*	76%	55%	47%	*
5th Graders																	
Reading and Mathematics	2023	43%	39%	**53%**	*	30%	59%	-	*	-	*	25%	*	61%	47%	43%	*
	2022	41%	40%	**70%**	67%	63%	70%	-	*	-	86%	17%	*	75%	67%	64%	*

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	39%	**53%**	*	30%	59%	-	*	-	*	25%	*	61%	47%	43%	*
	2022	41%	40%	**70%**	67%	63%	70%	-	*	-	86%	17%	*	75%	67%	64%	*
Reading Including EOC	2023	57%	53%	**76%**	*	60%	78%	-	*	-	*	38%	*	82%	70%	71%	*
	2022	58%	57%	**90%**	100%	88%	91%	-	*	-	86%	50%	*	90%	91%	80%	*
Math Including EOC	2023	51%	48%	**59%**	*	40%	65%	-	*	-	*	38%	*	68%	50%	43%	*
	2022	48%	49%	**71%**	67%	69%	70%	-	*	-	86%	17%	*	75%	70%	68%	*
6th Graders																	
Reading and Mathematics	2023	35%	34%	**55%**	50%	29%	68%	-	*	-	38%	30%	*	58%	52%	50%	*
	2022	31%	30%	**61%**	50%	38%	68%	-	80%	-	60%	33%	*	75%	49%	55%	38%
Reading and Mathematics Including EOC	2023	35%	34%	**55%**	50%	29%	68%	-	*	-	38%	30%	*	58%	52%	50%	*
	2022	31%	30%	**61%**	50%	38%	68%	-	80%	-	60%	33%	*	75%	49%	55%	38%
Reading Including EOC	2023	52%	51%	**76%**	75%	64%	85%	-	*	-	50%	50%	*	74%	79%	69%	*
	2022	43%	43%	**72%**	50%	62%	80%	-	80%	-	60%	33%	*	84%	62%	80%	63%
Math Including EOC	2023	40%	40%	**61%**	50%	43%	70%	-	*	-	50%	30%	*	61%	61%	56%	*
	2022	40%	38%	**72%**	50%	54%	78%	-	80%	-	100%	83%	*	84%	62%	55%	50%
7th Graders																	
Reading and Mathematics	2023	37%	36%	**62%**	40%	62%	60%	-	80%	-	*	27%	*	61%	63%	56%	63%
	2022	32%	32%	**51%**	33%	58%	50%	*	*	-	*	29%	*	53%	49%	46%	*
Reading and Mathematics Including EOC	2023	38%	36%	**62%**	40%	62%	60%	-	80%	-	*	27%	*	61%	63%	56%	63%
	2022	33%	32%	**51%**	33%	58%	50%	*	*	-	*	29%	*	53%	49%	46%	*
Reading Including EOC	2023	55%	53%	**75%**	60%	85%	71%	-	80%	-	*	27%	*	76%	74%	81%	75%
	2022	56%	55%	**78%**	33%	75%	82%	*	*	-	*	43%	*	90%	70%	64%	*
Math Including EOC	2023	43%	41%	**65%**	40%	62%	64%	-	80%	-	*	36%	*	66%	63%	56%	63%
	2022	37%	36%	**52%**	33%	67%	50%	*	*	-	*	29%	*	53%	51%	46%	*
8th Graders																	
Reading and Mathematics	2023	31%	34%	**47%**	*	*	33%	*	-	-	-	*	*	33%	56%	50%	*
	2022	27%	30%	**36%**	*	*	43%	-	-	-	-	*	-	*	29%	*	-
Reading and Mathematics Including EOC	2023	44%	42%	**68%**	60%	70%	67%	*	*	-	*	43%	*	72%	64%	47%	*
	2022	41%	38%	**73%**	80%	76%	68%	-	*	-	*	40%	*	79%	64%	71%	100%
Reading Including EOC	2023	58%	57%	**82%**	80%	90%	81%	*	*	-	*	43%	*	88%	78%	76%	*
	2022	58%	57%	**87%**	100%	94%	79%	-	*	-	*	80%	*	91%	82%	86%	100%

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	50%	**72%**	60%	70%	73%	*	*	-	*	75%	*	75%	70%	47%	*
	2022	48%	46%	**79%**	80%	76%	79%	-	*	-	*	60%	*	85%	71%	76%	100%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**52%**	42%	42%	54%	*	75%	-	57%	19%	100%	53%	50%	42%	52%
	2022	34%	34%	**55%**	44%	52%	55%	*	79%	-	70%	22%	67%	60%	51%	49%	56%
Reading and Mathematics Including EOC	2023	39%	37%	**55%**	46%	44%	57%	*	78%	-	57%	21%	100%	57%	52%	42%	54%
	2022	36%	35%	**58%**	52%	58%	57%	*	83%	-	68%	25%	71%	64%	54%	52%	65%
Reading Including EOC	2023	53%	52%	**70%**	64%	63%	72%	*	83%	-	63%	30%	100%	71%	68%	64%	63%
	2022	53%	53%	**76%**	66%	77%	75%	*	89%	-	76%	39%	100%	80%	72%	68%	78%
Math Including EOC	2023	47%	45%	**60%**	46%	48%	63%	*	89%	-	63%	31%	100%	61%	58%	47%	67%
	2022	43%	42%	**63%**	52%	63%	61%	*	89%	-	76%	36%	71%	69%	58%	54%	74%

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

Texas Education Agency
2022-23 Progress (TAPR)
UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	51%	**47%**	*	56%	40%	-	*	-	56%	43%	*	45%	49%	48%	*
Grade 4 Mathematics	2023	63%	59%	**58%**	*	56%	58%	-	*	-	75%	33%	*	60%	56%	60%	*
Grade 5 ELA/Reading	2023	65%	63%	**69%**	*	55%	68%	-	*	-	*	44%	*	68%	70%	75%	*
Grade 5 Mathematics	2023	71%	68%	**69%**	*	55%	71%	-	*	-	*	50%	*	70%	69%	67%	*
Grade 6 ELA/Reading	2023	51%	52%	**67%**	81%	62%	71%	-	*	-	38%	61%	*	64%	69%	66%	*
Grade 6 Mathematics	2023	54%	54%	**62%**	75%	42%	69%	-	*	-	38%	72%	*	51%	74%	59%	*
Grade 7 ELA/Reading	2023	71%	70%	**89%**	100%	83%	87%	-	100%	-	*	68%	*	94%	80%	87%	100%
Grade 7 Mathematics	2023	56%	57%	**65%**	90%	50%	63%	-	90%	-	*	36%	*	68%	60%	70%	71%
Grade 8 ELA/Reading	2023	63%	61%	**80%**	80%	70%	82%	*	*	-	*	71%	*	84%	75%	76%	*
Grade 8 Mathematics	2023	74%	74%	**90%**	*	*	89%	*	-	-	-	*	*	92%	89%	81%	*
End of Course English I	2023	57%	56%	**69%**	80%	66%	65%	-	*	-	*	86%	*	65%	75%	65%	80%
End of Course English II	2023	74%	76%	**71%**	*	64%	74%	*	*	-	-	43%	*	70%	75%	58%	40%
End of Course Algebra I	2023	76%	70%	**82%**	92%	82%	81%	-	*	-	*	83%	*	90%	75%	59%	*
All Grades Both Subjects	2023	64%	63%	**69%**	80%	63%	69%	*	91%	-	60%	56%	86%	69%	68%	65%	78%
All Grades ELA/Reading	2023	63%	62%	**70%**	84%	65%	69%	*	94%	-	60%	58%	75%	70%	69%	67%	74%
All Grades Mathematics	2023	66%	64%	**68%**	75%	59%	69%	*	86%	-	60%	53%	100%	68%	68%	64%	83%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**40%**	*	*	*	-	-	-	*	43%	-	29%	*	*	-
Grade 4 Mathematics	2023	27%	24%	**31%**	*	*	14%	-	-	-	*	20%	-	25%	38%	40%	-
Grade 5 ELA/Reading	2023	37%	33%	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 Mathematics	2023	48%	46%	**33%**	*	*	20%	-	-	-	*	*	-	*	40%	*	-
Grade 6 ELA/Reading	2023	26%	28%	**40%**	*	*	*	-	-	-	-	*	-	*	*	*	*
Grade 6 Mathematics	2023	35%	36%	**71%**	*	-	*	-	-	-	*	67%	-	*	80%	*	-
Grade 7 ELA/Reading	2023	39%	41%	**75%**	*	*	71%	-	*	-	-	60%	-	88%	*	*	*
Grade 7 Mathematics	2023	22%	23%	**50%**	*	*	60%	-	-	-	-	*	-	40%	*	20%	-
Grade 8 ELA/Reading	2023	39%	41%	*	*	-	*	-	-	-	-	*	-	*	-	*	-
Grade 8 Mathematics	2023	49%	47%	**80%**	*	*	*	-	-	-	-	*	-	*	*	*	-
End of Course English I	2023	26%	25%	*	*	-	*	-	-	-	-	*	-	*	*	-	-
End of Course English II	2023	41%	45%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
End of Course Algebra I	2023	58%	52%	**88%**	*	*	*	-	-	-	*	*	-	*	*	*	-
All Grades Both Subjects	2023	38%	37%	**55%**	57%	67%	50%	-	*	-	50%	44%	-	51%	60%	56%	*
All Grades ELA/Reading	2023	35%	36%	**59%**	56%	67%	56%	-	*	-	*	45%	-	59%	59%	69%	*
All Grades Mathematics	2023	40%	39%	**53%**	58%	67%	46%	-	-	-	50%	43%	-	44%	61%	48%	-

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

- Indicates there are no students in the group.

	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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	76%	**89%**	-	-	-	-	-	-	78%	*	76%	100%	100%	89%	81%	100%
	2022	74%	74%	**91%**	-	-	-	-	-	-	81%	81%	*	100%	-	91%	79%	98%
At Meets Grade Level or Above	2023	49%	47%	**67%**	-	-	-	-	-	-	46%	*	53%	30%	86%	67%	51%	86%
	2022	48%	47%	**72%**	-	-	-	-	-	-	44%	38%	*	80%	-	73%	44%	92%
At Masters Grade Level	2023	20%	17%	**32%**	-	-	-	-	-	-	9%	*	9%	10%	29%	33%	11%	43%
	2022	23%	22%	**42%**	-	-	-	-	-	-	19%	14%	*	40%	-	42%	18%	41%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	**93%**	-	-	-	-	-	-	80%	*	79%	100%	*	93%	83%	100%
	2022	75%	76%	**93%**	-	-	-	-	-	-	73%	67%	-	*	-	93%	69%	100%
At Meets Grade Level or Above	2023	53%	52%	**73%**	-	-	-	-	-	-	45%	*	57%	20%	*	74%	52%	92%
	2022	53%	52%	**79%**	-	-	-	-	-	-	55%	44%	-	*	-	79%	54%	100%
At Masters Grade Level	2023	20%	18%	**38%**	-	-	-	-	-	-	5%	*	7%	0%	*	39%	9%	50%
	2022	25%	23%	**49%**	-	-	-	-	-	-	27%	22%	-	*	-	49%	23%	55%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	74%	**86%**	-	-	-	-	-	-	78%	*	77%	*	*	86%	81%	100%
	2022	72%	72%	**86%**	-	-	-	-	-	-	91%	100%	*	*	-	86%	85%	93%
At Meets Grade Level or Above	2023	45%	43%	**60%**	-	-	-	-	-	-	44%	*	46%	*	*	60%	48%	100%
	2022	42%	41%	**63%**	-	-	-	-	-	-	45%	44%	*	*	-	63%	46%	87%
At Masters Grade Level	2023	19%	16%	**25%**	-	-	-	-	-	-	17%	*	15%	*	*	25%	19%	50%
	2022	20%	19%	**32%**	-	-	-	-	-	-	18%	11%	*	*	-	33%	23%	27%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	**88%**	-	-	-	-	-	-	60%	-	60%	-	*	88%	67%	100%
	2022	76%	77%	**96%**	-	-	-	-	-	-	*	*	-	*	-	97%	83%	100%
At Meets Grade Level or Above	2023	47%	44%	**66%**	-	-	-	-	-	-	40%	-	40%	-	*	66%	50%	83%
	2022	47%	46%	**72%**	-	-	-	-	-	-	*	*	-	*	-	73%	33%	86%
At Masters Grade Level	2023	18%	15%	**29%**	-	-	-	-	-	-	0%	-	0%	-	*	29%	0%	33%
	2022	21%	19%	**37%**	-	-	-	-	-	-	*	*	-	*	-	38%	0%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**89%**	-	-	-	-	-	-	*	-	*	*	-	89%	*	*
	2022	75%	74%	**98%**	-	-	-	-	-	-	*	-	-	*	-	97%	*	100%
At Meets Grade Level or Above	2023	52%	48%	**66%**	-	-	-	-	-	-	*	-	*	*	-	66%	*	*
	2022	50%	47%	**81%**	-	-	-	-	-	-	*	-	-	*	-	83%	*	86%
At Masters Grade Level	2023	27%	22%	**42%**	-	-	-	-	-	-	*	-	*	*	-	43%	*	*
	2022	30%	26%	**54%**	-	-	-	-	-	-	*	-	-	*	-	56%	*	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	63%	**69%**	-	-	-	-	-	-	70%	-	68%	*	*	68%	74%	83%
All Grades ELA/Reading	2023	63%	62%	**70%**	-	-	-	-	-	-	69%	-	64%	*	*	69%	73%	75%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	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
All Grades Mathematics	2023	66%	64%	**68%**	-	-	-	-	-	-	70%	-	72%	*	*	67%	75%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**55%**	-	-	-	-	-	-	*	-	*	*	-	53%	*	-
All Grades ELA/Reading	2023	35%	36%	**59%**	-	-	-	-	-	-	*	-	*	*	-	54%	*	-
All Grades Mathematics	2023	40%	39%	**53%**	-	-	-	-	-	-	-	-	-	-	-	53%	-	-

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

- Indicates there are no students in the group.

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	99%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**96%**	93%	97%	96%	100%	100%	*	97%	96%	91%	97%	95%	97%	96%
Not Included in Accountability: Mobile	4%	6%	**3%**	6%	2%	4%	0%	0%	*	3%	3%	9%	2%	5%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	0%	1%	4%
Not Tested	1%	2%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**96%**	93%	97%	96%	*	100%	-	97%	96%	89%	98%	95%	98%	95%
Not Included in Accountability: Mobile	4%	6%	**3%**	8%	2%	3%	*	0%	-	3%	2%	11%	2%	4%	2%	0%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	0%	2%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	**96%**	91%	97%	96%	*	100%	*	97%	97%	86%	98%	95%	97%	96%
Not Included in Accountability: Mobile	5%	6%	**3%**	9%	2%	4%	*	0%	*	3%	3%	14%	2%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	4%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	99%	*	100%	*	100%	96%	*	99%	100%	98%	100%
Included in Accountability	93%	91%	**96%**	100%	98%	94%	*	100%	*	100%	93%	*	96%	95%	96%	100%
Not Included in Accountability: Mobile	4%	6%	**4%**	0%	2%	5%	*	0%	*	0%	4%	*	3%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	1%	*	0%	*	0%	4%	*	1%	0%	2%	0%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	4%	*	1%	0%	2%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	88%	100%	100%	*	*	-	*	100%	*	99%	100%	100%	100%
Included in Accountability	94%	91%	**96%**	88%	100%	95%	*	*	-	*	95%	*	97%	94%	97%	100%
Not Included in Accountability: Mobile	4%	7%	**4%**	0%	0%	5%	*	*	-	*	5%	*	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	13%	0%	0%	*	*	-	*	0%	*	1%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**1%**	13%	0%	0%	*	*	-	*	0%	*	1%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	84%	**98%**	*	100%	97%	-	100%	*	*	83%	-	98%	*	89%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	88%	97%	96%	*	100%	-	99%	92%	100%	98%	94%	96%	96%
Not Included in Accountability: Mobile	5%	5%	**4%**	12%	2%	4%	*	0%	-	1%	6%	0%	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	4%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	99%	*	100%	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	92%	91%	**95%**	88%	95%	95%	*	100%	-	97%	92%	100%	98%	93%	96%	91%
Not Included in Accountability: Mobile	5%	5%	**4%**	13%	2%	4%	*	0%	-	3%	6%	0%	1%	7%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	9%
Not Tested	1%	2%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	2%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	99%	*	100%	-	100%	98%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	**96%**	89%	98%	95%	*	100%	-	100%	91%	100%	98%	93%	96%	100%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**4%**	11%	2%	4%	*	0%	-	0%	8%	0%	1%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**97%**	82%	98%	99%	*	100%	-	100%	95%	*	99%	96%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	18%	2%	1%	*	0%	-	0%	5%	*	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%	2%	**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%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
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%
Accelerated Testers																
SAT/ACT Participant	89%	83%	**97%**	*	100%	97%	-	*	-	*	*	-	97%	100%	88%	*

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.9%	**95.0%**	95.1%	95.3%	94.7%	*	97.4%	*	95.0%	94.8%	94.3%	97.0%
2020-21	95.0%	95.1%	**97.7%**	97.1%	97.9%	97.8%	*	99.0%	*	96.7%	97.6%	96.8%	98.3%
Chronic Absenteeism													
2021-22	25.7%	19.2%	**11.3%**	11.9%	10.4%	11.8%	40.0%	8.3%	*	7.1%	14.0%	15.2%	4.8%
2020-21	15.0%	14.4%	**5.0%**	7.8%	4.6%	4.4%	66.7%	2.6%	*	5.1%	5.8%	9.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
2020-21	0.9%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.8%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Continued HS	3.5%	3.6%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.4%	4.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.0%	92.2%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.6%	95.8%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2021													
Graduated	90.0%	91.8%	**97.9%**	100.0%	100.0%	96.9%	-	*	-	*	*	100.0%	-
Received TxCHSE	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	3.9%	3.5%	**2.1%**	0.0%	0.0%	3.1%	-	*	-	*	*	0.0%	-
Dropped Out	5.8%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	90.3%	92.2%	**97.9%**	100.0%	100.0%	96.9%	-	*	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	95.7%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.4%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Received TxCHSE	0.4%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	92.7%	94.9%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-

	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	93.7%	95.7%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.8%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2021	90.0%	91.8%	**97.9%**	100.0%	100.0%	96.9%	-	*	-	*	*	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	26.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.3%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
Class of 2021	3.8%	5.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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 2022	84.3%	83.2%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2021	81.9%	82.1%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.5%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
Class of 2021	85.7%	87.2%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	19.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	88.6%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.7%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2020-21	3.8%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.2%	**97.9%**	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
2020-21	80.4%	80.8%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.7%	**97.9%**	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
2020-21	84.1%	85.2%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	48	100.0%	368,686	100.0%
By Ethnicity:				
African American	2	4.2%	45,227	12.3%
Hispanic	9	18.8%	191,125	51.8%
White	33	68.8%	103,171	28.0%
American Indian	1	2.1%	1,159	0.3%
Asian	2	4.2%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	1	2.1%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	1	2.1%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	47	97.9%	302,917	82.2%
Special Education Graduates	2	4.2%	32,447	8.8%
Economically Disadvantaged Graduates	8	16.7%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	2.1%	40,398	11.0%
At-Risk Graduates	9	18.8%	159,689	43.3%
CTE Completers	35	72.9%	107,502	29.2%

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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	70.9%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	100.0%	*
2020-21	65.2%	63.9%	**100.0%**	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	45.2%	**95.8%**	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
2020-21	52.7%	46.5%	**97.8%**	100.0%	100.0%	96.8%	-	*	-	*	*	100.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.2%	**95.8%**	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
2020-21	56.1%	51.4%	**95.7%**	100.0%	100.0%	93.5%	-	*	-	*	*	100.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	39.1%	**97.9%**	*	100.0%	97.0%	*	*	-	*	*	100.0%	*
2020-21	45.7%	38.2%	**95.7%**	100.0%	83.3%	96.8%	-	*	-	*	*	100.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	33.2%	**93.8%**	*	100.0%	93.9%	*	*	-	*	*	100.0%	*
2020-21	40.4%	33.0%	**91.3%**	100.0%	83.3%	90.3%	-	*	-	*	*	100.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2020-21	21.3%	8.0%	**2.2%**	0.0%	0.0%	3.2%	-	*	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	2.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2020-21	2.6%	1.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	28.6%	**87.5%**	*	88.9%	87.9%	*	*	-	*	*	62.5%	*
2020-21	25.9%	30.7%	**91.3%**	100.0%	100.0%	87.1%	-	*	-	*	*	94.4%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	1.5%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2020-21	4.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	45.3%	**6.3%**	*	0.0%	6.1%	*	*	-	*	*	0.0%	*
2020-21	24.2%	31.6%	**6.5%**	0.0%	0.0%	9.7%	-	*	-	*	*	11.1%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	39.2%	**2.1%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*

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%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
2020-21	0.7%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.1%	**2.1%**	*	0.0%	3.0%	*	*	-	*	*	0.0%	*
2020-21	2.4%	3.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.4%	**2.1%**	*	0.0%	3.0%	*	*	-	*	*	0.0%	*
2020-21	4.4%	5.0%	**6.5%**	0.0%	0.0%	9.7%	-	*	-	*	*	11.1%	-

	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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	27.5%	**85.4%**	*	100.0%	90.9%	*	*	-	*	*	87.5%	*
	2020-21	25.9%	31.5%	**91.3%**	100.0%	100.0%	87.1%	-	*	-	*	*	94.4%	-
Mathematics	2021-22	18.7%	19.8%	**81.3%**	*	77.8%	81.8%	*	*	-	*	*	62.5%	*
	2020-21	19.4%	20.7%	**73.9%**	100.0%	50.0%	74.2%	-	*	-	*	*	66.7%	-
Both Subjects	2021-22	12.6%	14.3%	**72.9%**	*	77.8%	78.8%	*	*	-	*	*	50.0%	*
	2020-21	14.4%	15.9%	**69.6%**	100.0%	50.0%	67.7%	-	*	-	*	*	61.1%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2020-21	8.6%	11.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
Mathematics	2021-22	14.0%	13.4%	**16.7%**	*	22.2%	15.2%	*	*	-	*	*	50.0%	*
	2020-21	10.3%	11.7%	**32.6%**	20.0%	50.0%	32.3%	-	*	-	*	*	38.9%	-
Both Subjects	2021-22	7.5%	6.8%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	*
	2020-21	4.9%	5.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	10.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
	2021	21.1%	10.3%	**1.1%**	0.0%	0.0%	1.5%	-	*	-	*	0.0%	0.0%	*
English Language Arts	2022	13.2%	6.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
	2021	12.1%	5.6%	**1.1%**	0.0%	0.0%	1.5%	-	*	-	*	0.0%	0.0%	*
Mathematics	2022	6.9%	2.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
	2021	6.1%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Science	2022	9.6%	3.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
	2021	8.7%	3.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Social Studies	2022	12.5%	4.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	*
	2021	11.6%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	46.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	41.9%	*	-	-	*	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	47.7%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	39.1%	*	-	-	*	-	-	-	-	-	-	-
Mathematics	2022	50.4%	42.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	47.9%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	46.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	44.4%	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	32.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	34.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.7%	**100.0%**	*	100.0%	100.0%	*	*	-	*	*	87.5%	*
	2020-21	70.8%	49.0%	**26.1%**	40.0%	16.7%	25.8%	-	*	-	*	*	22.2%	-
At/Above Criterion for All Examinees	2021-22	32.1%	27.7%	**64.0%**	*	66.7%	68.6%	*	*	-	*	*	42.9%	*
	2020-21	32.9%	27.6%	**58.3%**	*	*	75.0%	-	-	-	*	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1000	**1124**	*	1141	1132	*	*	-	*	*	1043	*
	2020-21	1002	993	**1191**	910	-	1190	-	-	-	1480	-	1228	-
English Language Arts and Writing	2021-22	506	505	**570**	*	587	572	*	*	-	*	*	526	*
	2020-21	504	503	**618**	520	-	619	-	-	-	710	-	630	-
Mathematics	2021-22	496	495	**554**	*	554	560	*	*	-	*	*	517	*
	2020-21	498	491	**573**	390	-	571	-	-	-	770	-	598	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.2	**23.8**	-	*	24.1	-	-	-	-	-	*	-
	2020-21	20.0	19.5	**20.0**	22.0	19.0	19.0	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	18.9	**24.5**	-	*	25.1	-	-	-	-	-	*	-
	2020-21	19.6	19.2	**19.7**	22.0	19.5	17.5	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	18.8	**21.6**	-	*	21.4	-	-	-	-	-	*	-
	2020-21	19.9	19.2	**19.0**	19.0	16.0	22.0	-	-	-	-	-	-	-
Science	2021-22	19.8	19.5	**23.6**	-	*	23.9	-	-	-	-	-	*	-
	2020-21	20.3	19.9	**22.0**	25.0	21.0	20.0	-	-	-	-	-	-	-

	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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	38.1%	**80.7%**	75.0%	75.0%	83.6%	*	91.7%	*	57.1%	77.8%	73.9%	60.0%
	2020-21	42.5%	37.4%	**84.2%**	76.9%	83.3%	83.5%	-	90.9%	*	100.0%	61.5%	76.6%	*
English Language Arts	2021-22	16.6%	13.5%	**32.4%**	33.3%	25.0%	35.5%	*	41.7%	*	0.0%	16.7%	17.4%	0.0%
	2020-21	16.3%	14.2%	**45.0%**	46.2%	41.7%	45.5%	-	45.5%	*	44.4%	23.1%	34.9%	*
Mathematics	2021-22	19.9%	17.2%	**33.8%**	33.3%	31.8%	34.6%	*	45.5%	*	14.3%	22.2%	24.4%	40.0%
	2020-21	19.3%	17.7%	**38.0%**	30.8%	30.6%	40.8%	-	27.3%	*	44.4%	23.1%	31.7%	*
Science	2021-22	21.1%	22.1%	**14.6%**	8.3%	18.2%	15.4%	*	9.1%	*	0.0%	0.0%	4.5%	0.0%
	2020-21	20.6%	21.3%	**11.6%**	15.4%	5.6%	12.4%	-	0.0%	*	33.3%	0.0%	9.5%	*
Social Studies	2021-22	22.8%	13.7%	**44.0%**	50.0%	31.8%	45.7%	*	75.0%	*	28.6%	27.8%	28.3%	0.0%
	2020-21	22.8%	14.1%	**54.7%**	60.0%	43.8%	56.3%	-	50.0%	*	66.7%	20.0%	50.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.0%	**78.3%**	80.0%	66.7%	80.6%	-	*	-	*	*	66.7%	-
	2019-20	46.1%	45.6%	**69.1%**	*	*	67.4%	-	*	-	*	*	66.7%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	872	100.0%	5,504,150	100.0%	872	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	0	0.0%	243,493	4.4%	0	0.0%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	203,294	3.7%	0	0.0%	203,749	3.7%
Kindergarten	56	6.4%	367,180	6.7%	56	6.4%	367,633	6.7%
Grade 1	70	8.0%	399,048	7.2%	70	8.0%	399,419	7.2%
Grade 2	78	8.9%	395,639	7.2%	78	8.9%	395,969	7.2%
Grade 3	81	9.3%	393,583	7.2%	81	9.3%	393,871	7.1%
Grade 4	88	10.1%	393,765	7.2%	88	10.1%	394,020	7.1%
Grade 5	65	7.5%	395,111	7.2%	65	7.5%	395,384	7.2%
Grade 6	71	8.1%	399,341	7.3%	71	8.1%	399,557	7.2%
Grade 7	70	8.0%	409,362	7.4%	70	8.0%	409,566	7.4%
Grade 8	76	8.7%	425,589	7.7%	76	8.7%	425,758	7.7%
Grade 9	59	6.8%	477,875	8.7%	59	6.8%	478,101	8.7%
Grade 10	55	6.3%	436,752	7.9%	55	6.3%	437,002	7.9%
Grade 11	57	6.5%	385,894	7.0%	57	6.5%	386,246	7.0%
Grade 12	46	5.3%	364,317	6.6%	46	5.3%	366,512	6.6%
Ethnic Distribution:								
African American	62	7.1%	705,310	12.8%	62	7.1%	706,775	12.8%
Hispanic	182	20.9%	2,915,219	53.0%	182	20.9%	2,921,416	52.9%
White	538	61.7%	1,410,571	25.6%	538	61.7%	1,416,240	25.7%
American Indian	3	0.3%	17,920	0.3%	3	0.3%	17,976	0.3%
Asian	37	4.2%	280,306	5.1%	37	4.2%	280,742	5.1%
Pacific Islander	1	0.1%	8,696	0.2%	1	0.1%	8,718	0.2%
Two or More Races	49	5.6%	166,128	3.0%	49	5.6%	166,565	3.0%
Sex:								
Female	441	50.6%	2,688,496	48.8%	441	50.6%	2,693,780	48.8%
Male	431	49.4%	2,815,654	51.2%	431	49.4%	2,824,652	51.2%
Economically Disadvantaged	248	28.4%	3,415,987	62.1%	248	28.4%	3,421,217	62.0%
Non-Educationally Disadvantaged	624	71.6%	2,088,163	37.9%	624	71.6%	2,097,215	38.0%
Section 504 Students	92	10.6%	407,619	7.4%	92	10.6%	407,904	7.4%
EB Students/EL	29	3.3%	1,269,408	23.1%	29	3.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	77	8.8%	302,409	5.5%	77	8.8%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	6	0.7%	72,534	1.3%	6	0.7%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	2	0.2%	13,769	0.3%	2	0.2%	13,810	0.3%
Title I	233	26.7%	3,555,650	64.6%	233	26.7%	3,563,890	64.6%
Military Connected	113	13.0%	199,203	3.6%	113	13.0%	199,325	3.6%
At-Risk	271	31.1%	2,935,164	53.3%	271	31.1%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	26	3.0%	1,278,846	23.2%	26	3.0%	1,279,697	23.2%
Career and Technical Education	326	37.4%	1,459,380	26.5%	326	37.4%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	202	93.1%	1,203,083	72.3%	202	93.1%	1,203,363	72.2%
Gifted and Talented Education	91	10.4%	453,585	8.2%	91	10.4%	453,689	8.2%
Special Education	107	12.3%	693,061	12.6%	107	12.3%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	107		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	37	34.6%	305,800	44.1%				
Students with Physical Disabilities	29	27.1%	138,820	20.0%				
Students with Autism	24	22.4%	107,586	15.5%				
Students with Behavioral Disabilities	17	15.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	111	12.9%	893,031	16.8%				
By Ethnicity: African American	11	1.3%	176,665	3.3%				
Hispanic	25	2.9%	462,284	8.7%				
White	68	7.9%	180,620	3.4%				
American Indian	1	0.1%	3,221	0.1%				
Asian	3	0.3%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	3	0.3%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	12.1%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	4.8%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	40	14.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	156	19.4%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	0.0%	1.5%	0.0%	4.5%
Grade 1	0.0%	2.5%	9.1%	3.6%
Grade 2	0.0%	1.6%	18.2%	2.0%
Grade 3	0.0%	0.8%	5.9%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	2.0%	8.7%	0.0%	12.6%

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

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.7	18.7
Grade 1	18.0	19.1
Grade 2	19.5	19.1
Grade 3	20.5	19.3
Grade 4	22.2	19.4
Grade 5	22.1	20.8
Grade 6	23.6	19.2
Secondary:		
English/Language Arts	18.8	16.2
Foreign Languages	3.9	18.8
Mathematics	15.7	17.5
Science	19.8	18.5
Social Studies	17.3	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	104.4	100.0%	763,729.4	100.0%
Professional Staff:	85.8	82.1%	489,326.8	64.1%
Teachers	61.4	58.8%	371,646.7	48.7%
Professional Support	13.0	12.4%	82,878.8	10.9%
Campus Administration (School Leadership)	4.4	4.2%	25,300.5	3.3%
Central Administration	7.1	6.8%	9,500.8	1.2%
Educational Aides:	8.7	8.3%	86,185.9	11.3%
Auxiliary Staff:	10.0	9.5%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	2.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	17.8	17.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	3.0	4.9%	44,033.4	11.8%
Hispanic	4.0	6.5%	110,015.9	29.6%
White	50.9	83.0%	203,967.5	54.9%
American Indian	2.0	3.3%	1,274.2	0.3%
Asian	1.0	1.6%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.4	0.7%	4,531.1	1.2%
Teachers by Sex:				
Males	9.0	14.7%	90,752.5	24.4%
Females	52.4	85.3%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	32.1	52.3%	268,238.6	72.2%
Masters	29.3	47.7%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.1	6.7%	36,179.6	9.7%
1-5 Years Experience	25.0	40.7%	97,667.0	26.3%
6-10 Years Experience	11.0	17.9%	76,209.5	20.5%
11-20 Years Experience	17.8	28.9%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	3.5	5.7%	49,550.0	13.3%
Over 30 Years Experience	0.0	0.0%	10,867.4	2.9%
Number of Students per Teacher	14.2	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	4.7	6.1
Average Years Experience of Principals with District	3.7	5.3
Average Years Experience of Assistant Principals	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	4.4
Average Years Experience of Teachers:	8.5	11.0
Average Years Experience of Teachers with District:	2.7	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$44,373	$53,300
1-5 Years Experience	$45,544	$56,516
6-10 Years Experience	$52,025	$59,732
11-20 Years Experience	$54,021	$63,389
21-30 Years Experience	$57,955	$67,876
Over 30 Years Experience	-	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$49,786	$60,717
Professional Support	$57,256	$72,022
Campus Administration (School Leadership)	$73,696	$85,167
Central Administration	$80,416	$112,702
Instructional Staff Percent:	79.0%	65.1%
Turnover Rate for Teachers:	27.9%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

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

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	2.9	4.8%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	56.4	91.9%	262,398.5	70.6%
Special Education	2.0	3.3%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

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

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

Campus Name: UT TYLER UNIVERSITY ACADEMY AT TYLER

Campus Number: 212804001

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	89%	**86%**	*	67%	100%	*	-	-	*	67%	-	93%	82%	75%	*
	2022	76%	84%	**85%**	*	83%	89%	-	*	-	*	63%	-	89%	82%	88%	*
At Meets Grade Level or Above	2023	50%	59%	**64%**	*	47%	71%	*	-	-	*	33%	-	50%	73%	50%	*
	2022	51%	57%	**63%**	*	83%	59%	-	*	-	*	38%	-	68%	59%	47%	*
At Masters Grade Level	2023	20%	16%	**11%**	*	13%	7%	*	-	-	*	0%	-	14%	9%	0%	*
	2022	30%	40%	**41%**	*	67%	30%	-	*	-	*	0%	-	42%	41%	35%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	79%	**81%**	*	67%	93%	*	-	-	*	33%	-	79%	82%	69%	*
	2022	71%	78%	**73%**	*	83%	74%	-	*	-	*	38%	-	79%	68%	65%	*
At Meets Grade Level or Above	2023	45%	54%	**47%**	*	33%	50%	*	-	-	*	17%	-	36%	55%	19%	*
	2022	43%	46%	**49%**	*	67%	41%	-	*	-	*	25%	-	58%	41%	41%	*
At Masters Grade Level	2023	19%	18%	**19%**	*	13%	21%	*	-	-	*	0%	-	7%	27%	13%	*
	2022	21%	22%	**22%**	*	33%	11%	-	*	-	*	0%	-	26%	18%	18%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	**85%**	*	80%	84%	-	*	-	*	43%	*	76%	91%	75%	*
	2022	77%	93%	**88%**	-	*	92%	-	-	-	*	*	*	80%	92%	83%	-
At Meets Grade Level or Above	2023	48%	55%	**54%**	*	60%	48%	-	*	-	*	0%	*	53%	55%	50%	*
	2022	54%	75%	**59%**	-	*	69%	-	-	-	*	*	*	80%	50%	17%	-
At Masters Grade Level	2023	22%	26%	**21%**	*	20%	12%	-	*	-	*	0%	*	24%	18%	17%	*
	2022	28%	44%	**29%**	-	*	31%	-	-	-	*	*	*	80%	8%	0%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	76%	**74%**	*	100%	68%	-	*	-	*	29%	*	76%	73%	67%	*
	2022	70%	84%	**76%**	-	*	85%	-	-	-	*	*	*	100%	67%	33%	-
At Meets Grade Level or Above	2023	48%	50%	**54%**	*	60%	48%	-	*	-	*	0%	*	53%	55%	58%	*
	2022	43%	62%	**53%**	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
At Masters Grade Level	2023	22%	24%	**18%**	*	20%	16%	-	*	-	*	0%	*	29%	9%	8%	*
	2022	23%	36%	**24%**	-	*	23%	-	-	-	*	*	*	60%	8%	0%	-
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	93%	**84%**	-	*	85%	-	-	-	*	60%	-	86%	83%	*	-
	2022	81%	95%	**96%**	*	83%	100%	-	-	-	*	*	*	100%	92%	90%	*
At Meets Grade Level or Above	2023	57%	76%	**58%**	-	*	62%	-	-	-	*	20%	-	71%	50%	*	-
	2022	58%	90%	**87%**	*	67%	100%	-	-	-	*	*	*	91%	83%	70%	*
At Masters Grade Level	2023	28%	38%	**32%**	-	*	38%	-	-	-	*	0%	-	57%	17%	*	-
	2022	36%	54%	**48%**	*	33%	58%	-	-	-	*	*	*	45%	50%	40%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**74%**	-	*	77%	-	-	-	*	60%	-	86%	67%	*	-
	2022	77%	94%	**96%**	*	100%	100%	-	-	-	*	*	*	100%	92%	90%	*
At Meets Grade Level or Above	2023	51%	59%	**47%**	-	*	54%	-	-	-	*	20%	-	71%	33%	*	-
	2022	48%	71%	**70%**	*	67%	75%	-	-	-	*	*	*	64%	75%	60%	*
At Masters Grade Level	2023	21%	28%	**21%**	-	*	23%	-	-	-	*	0%	-	29%	17%	*	-
	2022	25%	38%	**30%**	*	33%	25%	-	-	-	*	*	*	36%	25%	30%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**58%**	-	*	54%	-	-	-	*	20%	-	71%	50%	*	-
	2022	66%	92%	**96%**	*	83%	100%	-	-	-	*	*	*	100%	92%	90%	*
At Meets Grade Level or Above	2023	36%	33%	**37%**	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-
	2022	38%	54%	**65%**	*	33%	83%	-	-	-	*	*	*	73%	58%	30%	*
At Masters Grade Level	2023	16%	24%	**26%**	-	*	31%	-	-	-	*	0%	-	29%	25%	*	-
	2022	18%	22%	**39%**	*	17%	50%	-	-	-	*	*	*	45%	33%	30%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**92%**	*	80%	100%	-	-	-	*	*	*	85%	100%	80%	*
	2022	70%	86%	**79%**	*	71%	79%	-	-	-	*	*	-	88%	75%	88%	*
At Meets Grade Level or Above	2023	52%	76%	**67%**	*	20%	85%	-	-	-	*	*	*	62%	73%	60%	*
	2022	43%	72%	**71%**	*	57%	79%	-	-	-	*	*	-	75%	69%	88%	*
At Masters Grade Level	2023	22%	44%	**38%**	*	20%	46%	-	-	-	*	*	*	46%	27%	40%	*
	2022	23%	52%	**42%**	*	29%	57%	-	-	-	*	*	-	50%	38%	38%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	93%	**96%**	*	100%	100%	-	-	-	*	*	*	92%	100%	100%	*
	2022	73%	91%	**88%**	*	100%	86%	-	-	-	*	*	-	100%	81%	88%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	61%	**67%**	*	40%	85%	-	-	-	*	*	*	46%	91%	60%	*
	2022	39%	72%	**63%**	*	43%	71%	-	-	-	*	*	-	88%	50%	50%	*
At Masters Grade Level	2023	16%	27%	**21%**	*	20%	31%	-	-	-	*	*	*	23%	18%	30%	*
	2022	16%	32%	**17%**	*	0%	29%	-	-	-	*	*	-	25%	13%	13%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	96%	**96%**	*	83%	100%	-	-	-	*	*	-	92%	100%	100%	*
	2022	80%	95%	**94%**	*	100%	95%	*	*	-	-	*	*	90%	95%	93%	*
At Meets Grade Level or Above	2023	55%	75%	**70%**	*	67%	71%	-	-	-	*	*	-	58%	82%	80%	*
	2022	56%	78%	**74%**	*	86%	74%	*	*	-	-	*	*	90%	67%	67%	*
At Masters Grade Level	2023	27%	57%	**35%**	*	0%	50%	-	-	-	*	*	-	42%	27%	20%	*
	2022	37%	58%	**52%**	*	43%	53%	*	*	-	-	*	*	60%	48%	40%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	85%	**87%**	*	67%	93%	-	-	-	*	*	-	75%	100%	100%	*
	2022	61%	78%	**77%**	*	86%	79%	*	*	-	-	*	*	70%	81%	80%	*
At Meets Grade Level or Above	2023	37%	65%	**61%**	*	50%	64%	-	-	-	*	*	-	58%	64%	60%	*
	2022	31%	52%	**45%**	*	86%	32%	*	*	-	-	*	*	50%	43%	47%	*
At Masters Grade Level	2023	11%	28%	**22%**	*	0%	29%	-	-	-	*	*	-	25%	18%	20%	*
	2022	13%	27%	**16%**	*	14%	16%	*	*	-	-	*	*	10%	19%	7%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	100%	**100%**	*	100%	100%	*	*	-	-	*	*	100%	100%	100%	*
	2022	83%	98%	**100%**	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	58%	82%	**74%**	*	88%	63%	*	*	-	-	*	*	77%	72%	69%	*
	2022	58%	87%	**90%**	*	83%	92%	-	*	-	-	*	-	100%	82%	100%	*
At Masters Grade Level	2023	28%	59%	**52%**	*	50%	47%	*	*	-	-	*	*	62%	44%	23%	*
	2022	37%	69%	**52%**	*	33%	58%	-	*	-	-	*	-	60%	45%	43%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	94%	**94%**	*	*	100%	*	-	-	-	100%	*	83%	100%	88%	*
	2022	71%	73%	**73%**	*	*	71%	-	-	-	-	*	-	*	57%	*	-
At Meets Grade Level or Above	2023	46%	56%	**56%**	*	*	50%	*	-	-	-	60%	*	33%	70%	50%	*
	2022	40%	36%	**36%**	*	*	43%	-	-	-	-	*	-	*	29%	*	-

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At Masters Grade Level	2023	17%	19%	**19%**	*	*	0%	*	-	-	-	0%	*	17%	20%	25%	*
	2022	14%	0%	**0%**	*	*	0%	-	-	-	-	*	-	*	0%	*	-
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	94%	**91%**	*	88%	95%	*	*	-	-	100%	*	85%	95%	77%	*
	2022	74%	97%	**90%**	*	100%	83%	-	*	-	-	*	-	100%	82%	100%	*
At Meets Grade Level or Above	2023	47%	74%	**69%**	*	88%	60%	*	*	-	-	40%	*	69%	68%	54%	*
	2022	45%	76%	**62%**	*	83%	58%	-	*	-	-	*	-	90%	36%	57%	*
At Masters Grade Level	2023	17%	19%	**13%**	*	13%	15%	*	*	-	-	20%	*	8%	16%	0%	*
	2022	24%	40%	**29%**	*	33%	25%	-	*	-	-	*	-	50%	9%	29%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	81%	**74%**	*	88%	70%	*	*	-	-	40%	*	83%	68%	62%	*
	2022	61%	95%	**100%**	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	33%	46%	**55%**	*	75%	45%	*	*	-	-	20%	*	67%	47%	38%	*
	2022	31%	71%	**76%**	*	50%	92%	-	*	-	-	*	-	70%	82%	71%	*
At Masters Grade Level	2023	16%	21%	**23%**	*	25%	20%	*	*	-	-	20%	*	25%	21%	8%	*
	2022	18%	40%	**38%**	*	0%	50%	-	*	-	-	*	-	40%	36%	29%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	96%	**92%**	*	100%	93%	-	-	-	-	67%	-	91%	93%	80%	*
	2022	65%	95%	**92%**	*	100%	92%	*	*	-	-	*	*	94%	86%	92%	*
At Meets Grade Level or Above	2023	52%	89%	**85%**	*	88%	86%	-	-	-	-	50%	-	91%	80%	80%	*
	2022	47%	86%	**83%**	*	100%	92%	*	*	-	-	*	*	88%	71%	75%	*
At Masters Grade Level	2023	13%	33%	**19%**	*	13%	29%	-	-	-	-	0%	-	27%	13%	0%	*
	2022	11%	44%	**38%**	*	0%	67%	*	*	-	-	*	*	41%	29%	25%	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	95%	**86%**	*	100%	92%	*	*	-	-	*	*	87%	86%	88%	*
	2022	72%	98%	**100%**	-	100%	100%	-	*	-	*	*	-	100%	100%	*	-
At Meets Grade Level or Above	2023	54%	84%	**73%**	*	50%	92%	*	*	-	-	*	*	67%	86%	75%	*
	2022	55%	93%	**100%**	-	100%	100%	-	*	-	*	*	-	100%	100%	*	-

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At Masters Grade Level	2023	9%	35%	**27%**	*	0%	50%	*	*	-	-	*	*	33%	14%	25%	*
	2022	9%	29%	**48%**	-	40%	46%	-	*	-	*	*	-	54%	38%	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	94%	**94%**	*	100%	89%	-	*	-	-	*	-	100%	90%	88%	*
	2022	76%	95%	**86%**	*	*	86%	-	*	-	-	*	-	86%	86%	80%	*
At Meets Grade Level or Above	2023	43%	68%	**56%**	*	50%	61%	-	*	-	-	*	-	92%	35%	25%	*
	2022	43%	81%	**79%**	*	*	86%	-	*	-	-	*	-	86%	71%	60%	*
At Masters Grade Level	2023	23%	39%	**38%**	*	20%	50%	-	*	-	-	*	-	50%	30%	13%	*
	2022	27%	66%	**71%**	*	*	71%	-	*	-	-	*	-	86%	57%	60%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	100%	**100%**	*	100%	100%	-	-	-	-	*	-	100%	100%	*	*
	2022	83%	100%	**100%**	*	100%	100%	*	*	-	-	100%	*	100%	100%	100%	*
At Meets Grade Level or Above	2023	56%	95%	**92%**	*	100%	93%	-	-	-	-	*	-	90%	93%	*	*
	2022	55%	86%	**85%**	*	71%	93%	*	*	-	-	60%	*	88%	78%	75%	*
At Masters Grade Level	2023	21%	53%	**38%**	*	14%	57%	-	-	-	-	*	-	40%	36%	*	*
	2022	21%	48%	**46%**	*	0%	71%	*	*	-	-	40%	*	47%	44%	25%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	**96%**	*	100%	100%	*	*	-	-	86%	*	93%	100%	86%	*
	2022	89%	100%	**100%**	-	100%	100%	-	*	-	*	*	-	100%	100%	*	*
At Meets Grade Level or Above	2023	70%	88%	**81%**	*	71%	87%	*	*	-	-	43%	*	80%	82%	71%	*
	2022	68%	92%	**96%**	-	80%	100%	-	*	-	*	*	-	93%	100%	*	*
At Masters Grade Level	2023	38%	64%	**58%**	*	29%	73%	*	*	-	-	29%	*	60%	55%	43%	*
	2022	42%	67%	**83%**	-	80%	80%	-	*	-	*	*	-	79%	89%	*	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	95%	**94%**	-	*	100%	-	100%	-	-	*	-	94%	*	-	*
	2022	92%	92%	**84%**	-	*	93%	-	*	-	-	-	-	83%	*	60%	*
At Meets Grade Level or Above	2023	61%	65%	**59%**	-	*	78%	-	60%	-	-	*	-	56%	*	-	*
	2022	64%	71%	**74%**	-	*	80%	-	*	-	-	-	-	72%	*	40%	*

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At Masters Grade Level	2023	12%	7%	**18%**	-	*	22%	-	20%	-	-	*	-	19%	*	-	*
	2022	13%	8%	**16%**	-	*	13%	-	*	-	-	-	-	17%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	89%	**87%**	74%	86%	89%	88%	100%	-	83%	66%	100%	87%	87%	80%	85%
	2022	74%	91%	**89%**	71%	90%	90%	*	94%	-	88%	70%	89%	93%	85%	86%	91%
At Meets Grade Level or Above	2023	49%	67%	**63%**	58%	57%	65%	75%	87%	-	63%	35%	80%	63%	63%	52%	59%
	2022	48%	72%	**70%**	43%	68%	72%	*	94%	-	73%	41%	67%	79%	62%	57%	65%
At Masters Grade Level	2023	20%	32%	**27%**	13%	16%	31%	50%	33%	-	31%	11%	10%	31%	23%	15%	12%
	2022	23%	42%	**37%**	23%	27%	39%	*	76%	-	50%	11%	44%	44%	31%	27%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**90%**	82%	86%	94%	*	*	-	88%	64%	*	88%	92%	83%	82%
	2022	75%	93%	**91%**	73%	89%	93%	*	100%	-	100%	74%	*	94%	89%	91%	88%
At Meets Grade Level or Above	2023	53%	73%	**67%**	71%	59%	69%	*	*	-	69%	33%	*	65%	69%	61%	59%
	2022	53%	79%	**77%**	53%	78%	80%	*	100%	-	73%	48%	*	86%	70%	67%	75%
At Masters Grade Level	2023	20%	38%	**28%**	18%	16%	33%	*	*	-	38%	10%	*	36%	21%	17%	6%
	2022	25%	49%	**44%**	27%	33%	48%	*	71%	-	55%	4%	*	51%	39%	35%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	86%	**85%**	69%	84%	87%	*	100%	-	81%	66%	*	84%	85%	80%	77%
	2022	72%	86%	**81%**	50%	87%	83%	*	80%	-	70%	52%	*	87%	77%	74%	93%
At Meets Grade Level or Above	2023	45%	60%	**56%**	46%	44%	60%	*	83%	-	63%	34%	*	57%	55%	41%	46%
	2022	42%	63%	**57%**	33%	61%	57%	*	80%	-	70%	26%	*	67%	49%	44%	71%
At Masters Grade Level	2023	19%	25%	**23%**	15%	16%	25%	*	33%	-	25%	6%	*	26%	20%	16%	23%
	2022	20%	32%	**23%**	25%	24%	20%	*	60%	-	40%	13%	*	29%	18%	16%	36%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	88%	**87%**	80%	89%	86%	*	*	-	*	73%	*	89%	84%	78%	100%
	2022	76%	96%	**96%**	100%	95%	95%	*	*	-	*	89%	*	100%	91%	97%	89%
At Meets Grade Level or Above	2023	47%	66%	**66%**	60%	74%	65%	*	*	-	*	40%	*	68%	64%	56%	83%
	2022	47%	72%	**71%**	33%	63%	79%	*	*	-	*	44%	*	84%	56%	55%	56%

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At Masters Grade Level	2023	18%	29%	**23%**	0%	11%	31%	*	*	-	*	13%	*	22%	24%	0%	17%
	2022	21%	37%	**39%**	0%	16%	50%	*	*	-	*	22%	*	47%	28%	28%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**84%**	*	93%	83%	*	*	-	-	67%	*	89%	80%	70%	100%
	2022	75%	98%	**100%**	*	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	52%	66%	**67%**	*	73%	63%	*	*	-	-	33%	*	74%	60%	50%	60%
	2022	50%	81%	**86%**	*	64%	96%	-	*	-	*	60%	-	83%	90%	80%	*
At Masters Grade Level	2023	27%	42%	**39%**	*	27%	43%	*	*	-	-	25%	*	44%	33%	20%	0%
	2022	30%	54%	**61%**	*	36%	67%	-	*	-	*	20%	-	63%	60%	50%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	45%	**44%**	*	33%	43%	*	-	-	*	17%	-	29%	55%	19%	*
	2022	36%	42%	**46%**	*	67%	37%	-	*	-	*	25%	-	53%	41%	35%	*
Reading and Mathematics Including EOC	2023	37%	45%	**44%**	*	33%	43%	*	-	-	*	17%	-	29%	55%	19%	*
	2022	36%	42%	**46%**	*	67%	37%	-	*	-	*	25%	-	53%	41%	35%	*
Reading Including EOC	2023	50%	59%	**64%**	*	47%	71%	*	-	-	*	33%	-	50%	73%	50%	*
	2022	51%	57%	**63%**	*	83%	59%	-	*	-	*	38%	-	68%	59%	47%	*
Math Including EOC	2023	45%	54%	**47%**	*	33%	50%	*	-	-	*	17%	-	36%	55%	19%	*
	2022	43%	46%	**49%**	*	67%	41%	-	*	-	*	25%	-	58%	41%	41%	*
4th Graders																	
Reading and Mathematics	2023	38%	48%	**49%**	*	60%	40%	-	*	-	*	0%	*	47%	50%	50%	*
	2022	36%	60%	**53%**	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
Reading and Mathematics Including EOC	2023	38%	48%	**49%**	*	60%	40%	-	*	-	*	0%	*	47%	50%	50%	*
	2022	36%	60%	**53%**	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
Reading Including EOC	2023	48%	55%	**54%**	*	60%	48%	-	*	-	*	0%	*	53%	55%	50%	*
	2022	54%	75%	**59%**	-	*	69%	-	-	-	*	*	*	80%	50%	17%	-
Math Including EOC	2023	48%	50%	**54%**	*	60%	48%	-	*	-	*	0%	*	53%	55%	58%	*
	2022	43%	62%	**53%**	-	*	62%	-	-	-	*	*	*	80%	42%	0%	-
5th Graders																	
Reading and Mathematics	2023	43%	53%	**37%**	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-
	2022	41%	70%	**65%**	*	50%	75%	-	-	-	*	*	*	64%	67%	50%	*

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Reading and Mathematics Including EOC	2023	43%	53%	**37%**	-	*	46%	-	-	-	*	0%	-	57%	25%	*	-
	2022	41%	70%	**65%**	*	50%	75%	-	-	-	*	*	*	64%	67%	50%	*
Reading Including EOC	2023	57%	76%	**58%**	-	*	62%	-	-	-	*	20%	-	71%	50%	*	-
	2022	58%	90%	**87%**	*	67%	100%	-	-	-	*	*	*	91%	83%	70%	*
Math Including EOC	2023	51%	59%	**47%**	-	*	54%	-	-	-	*	20%	-	71%	33%	*	-
	2022	48%	71%	**70%**	*	67%	75%	-	-	-	*	*	*	64%	75%	60%	*
6th Graders																	
Reading and Mathematics	2023	35%	55%	**50%**	*	0%	77%	-	-	-	*	*	*	38%	64%	40%	*
	2022	31%	61%	**58%**	*	29%	71%	-	-	-	*	*	-	75%	50%	50%	*
Reading and Mathematics Including EOC	2023	35%	55%	**50%**	*	0%	77%	-	-	-	*	*	*	38%	64%	40%	*
	2022	31%	61%	**58%**	*	29%	71%	-	-	-	*	*	-	75%	50%	50%	*
Reading Including EOC	2023	52%	76%	**67%**	*	20%	85%	-	-	-	*	*	*	62%	73%	60%	*
	2022	43%	72%	**71%**	*	57%	79%	-	-	-	*	*	-	75%	69%	88%	*
Math Including EOC	2023	40%	61%	**67%**	*	40%	85%	-	-	-	*	*	*	46%	91%	60%	*
	2022	40%	72%	**63%**	*	43%	71%	-	-	-	*	*	-	88%	50%	50%	*
7th Graders																	
Reading and Mathematics	2023	37%	62%	**57%**	*	50%	57%	-	-	-	*	*	-	50%	64%	60%	*
	2022	32%	51%	**42%**	*	71%	32%	*	*	-	-	*	*	50%	38%	47%	*
Reading and Mathematics Including EOC	2023	38%	62%	**57%**	*	50%	57%	-	-	-	*	*	-	50%	64%	60%	*
	2022	33%	51%	**42%**	*	71%	32%	*	*	-	-	*	*	50%	38%	47%	*
Reading Including EOC	2023	55%	75%	**70%**	*	67%	71%	-	-	-	*	*	-	58%	82%	80%	*
	2022	56%	78%	**74%**	*	86%	74%	*	*	-	-	*	*	90%	67%	67%	*
Math Including EOC	2023	43%	65%	**61%**	*	50%	64%	-	-	-	*	*	-	58%	64%	60%	*
	2022	37%	52%	**45%**	*	86%	32%	*	*	-	-	*	*	50%	43%	47%	*
8th Graders																	
Reading and Mathematics	2023	31%	47%	**47%**	*	*	33%	*	-	-	-	*	*	33%	56%	50%	*
	2022	27%	36%	**36%**	*	*	43%	-	-	-	-	*	-	*	29%	*	-
Reading and Mathematics Including EOC	2023	44%	68%	**58%**	*	75%	47%	*	*	-	-	*	*	69%	50%	38%	*
	2022	41%	73%	**62%**	*	67%	58%	-	*	-	-	*	-	80%	45%	71%	*
Reading Including EOC	2023	58%	82%	**74%**	*	88%	63%	*	*	-	-	*	*	77%	72%	69%	*
	2022	58%	87%	**90%**	*	83%	92%	-	*	-	-	*	-	100%	82%	100%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	72%	**63%**	*	75%	55%	*	*	-	-	60%	*	69%	58%	38%	*
	2022	48%	79%	**67%**	*	67%	67%	-	*	-	-	*	-	80%	55%	71%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	52%	**47%**	50%	37%	49%	*	*	-	56%	24%	*	42%	52%	38%	40%
	2022	34%	55%	**50%**	30%	48%	50%	*	*	-	70%	21%	*	60%	44%	40%	50%
Reading and Mathematics Including EOC	2023	39%	55%	**49%**	55%	40%	50%	*	*	-	56%	24%	*	47%	51%	36%	45%
	2022	36%	58%	**53%**	36%	53%	52%	*	*	-	70%	25%	*	63%	46%	43%	62%
Reading Including EOC	2023	53%	70%	**64%**	73%	55%	64%	*	*	-	69%	31%	*	61%	67%	57%	55%
	2022	53%	76%	**73%**	55%	71%	75%	*	*	-	70%	45%	*	83%	67%	63%	69%
Math Including EOC	2023	47%	60%	**56%**	55%	48%	58%	*	*	-	63%	33%	*	54%	58%	41%	55%
	2022	43%	63%	**56%**	36%	62%	54%	*	*	-	70%	25%	*	67%	49%	46%	77%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**40%**	*	40%	28%	-	*	-	*	43%	*	35%	43%	33%	*
Grade 4 Mathematics	2023	63%	58%	**58%**	*	70%	56%	-	*	-	*	50%	*	62%	55%	54%	*
Grade 5 ELA/Reading	2023	65%	69%	**72%**	-	*	63%	-	-	-	*	30%	-	71%	73%	*	-
Grade 5 Mathematics	2023	71%	69%	**69%**	-	*	63%	-	-	-	*	50%	-	71%	68%	*	-
Grade 6 ELA/Reading	2023	51%	67%	**63%**	*	40%	69%	-	-	-	*	*	*	62%	64%	50%	*
Grade 6 Mathematics	2023	54%	62%	**69%**	*	50%	85%	-	-	-	*	*	*	50%	91%	75%	*
Grade 7 ELA/Reading	2023	71%	89%	**91%**	*	83%	92%	-	-	-	*	*	-	100%	80%	80%	*
Grade 7 Mathematics	2023	56%	65%	**80%**	*	58%	85%	-	-	-	*	*	-	75%	85%	90%	*
Grade 8 ELA/Reading	2023	63%	80%	**75%**	*	75%	69%	*	*	-	-	*	*	85%	68%	69%	*
Grade 8 Mathematics	2023	74%	90%	**90%**	*	*	89%	*	-	-	-	*	*	92%	89%	81%	*
End of Course English I	2023	57%	69%	**75%**	*	79%	75%	-	-	-	-	*	-	80%	71%	*	*
End of Course English II	2023	74%	71%	**65%**	*	50%	75%	*	*	-	-	*	*	63%	70%	79%	*
End of Course Algebra I	2023	76%	82%	**75%**	*	78%	70%	-	*	-	-	*	-	92%	63%	36%	*
All Grades Both Subjects	2023	64%	69%	**68%**	78%	68%	67%	*	71%	-	71%	65%	86%	69%	67%	61%	68%
All Grades ELA/Reading	2023	63%	70%	**66%**	89%	65%	63%	*	*	-	71%	60%	*	68%	64%	59%	60%
All Grades Mathematics	2023	66%	68%	**71%**	64%	72%	71%	*	*	-	71%	71%	*	71%	71%	65%	80%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	40%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
Grade 4 Mathematics	2023	27%	31%	**30%**	*	*	17%	-	-	-	*	17%	-	*	17%	*	-
Grade 5 ELA/Reading	2023	37%	*	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 Mathematics	2023	48%	33%	**20%**	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 6 ELA/Reading	2023	26%	40%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Grade 6 Mathematics	2023	35%	71%	*	*	-	-	-	-	-	*	*	-	*	*	*	-
Grade 7 ELA/Reading	2023	39%	75%	**83%**	-	*	*	-	-	-	-	*	-	80%	*	*	*
Grade 7 Mathematics	2023	22%	50%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 8 ELA/Reading	2023	39%	*	*	*	-	*	-	-	-	-	*	-	*	-	*	-
Grade 8 Mathematics	2023	49%	80%	**80%**	*	*	*	-	-	-	-	*	-	*	*	*	-
End of Course English I	2023	26%	*	*	*	-	*	-	-	-	-	*	-	-	*	-	-
End of Course English II	2023	41%	*	*	*	-	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2023	58%	88%	*	*	*	*	-	-	-	-	*	-	*	*	-	-
All Grades Both Subjects	2023	38%	55%	**59%**	55%	78%	58%	-	-	-	40%	48%	-	59%	59%	67%	*
All Grades ELA/Reading	2023	35%	59%	**60%**	60%	60%	67%	-	-	-	*	40%	-	55%	67%	83%	*
All Grades Mathematics	2023	40%	53%	**59%**	50%	*	53%	-	-	-	*	54%	-	64%	56%	56%	-

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	89%	**87%**	-	-	-	-	-	-	79%	-	79%	-	*	87%	81%	100%
	2022	74%	91%	**89%**	-	-	-	-	-	-	83%	82%	*	100%	-	89%	85%	100%
At Meets Grade Level or Above	2023	49%	67%	**63%**	-	-	-	-	-	-	54%	-	54%	-	*	63%	55%	70%
	2022	48%	72%	**70%**	-	-	-	-	-	-	48%	41%	*	80%	-	70%	52%	90%
At Masters Grade Level	2023	20%	32%	**27%**	-	-	-	-	-	-	11%	-	11%	-	*	28%	10%	20%
	2022	23%	42%	**37%**	-	-	-	-	-	-	22%	18%	*	40%	-	38%	22%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	93%	**90%**	-	-	-	-	-	-	75%	-	75%	-	*	91%	77%	*
	2022	75%	93%	**91%**	-	-	-	-	-	-	78%	71%	-	*	-	91%	80%	100%
At Meets Grade Level or Above	2023	53%	73%	**67%**	-	-	-	-	-	-	50%	-	50%	-	*	68%	54%	*
	2022	53%	79%	**77%**	-	-	-	-	-	-	56%	43%	-	*	-	77%	60%	100%
At Masters Grade Level	2023	20%	38%	**28%**	-	-	-	-	-	-	8%	-	8%	-	*	30%	8%	*
	2022	25%	49%	**44%**	-	-	-	-	-	-	33%	29%	-	*	-	45%	30%	38%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	86%	**85%**	-	-	-	-	-	-	73%	-	73%	-	*	85%	75%	*
	2022	72%	86%	**81%**	-	-	-	-	-	-	89%	100%	*	*	-	80%	90%	100%
At Meets Grade Level or Above	2023	45%	60%	**56%**	-	-	-	-	-	-	45%	-	45%	-	*	56%	42%	*
	2022	42%	63%	**57%**	-	-	-	-	-	-	56%	57%	*	*	-	56%	60%	100%
At Masters Grade Level	2023	19%	25%	**23%**	-	-	-	-	-	-	18%	-	18%	-	*	23%	17%	*
	2022	20%	32%	**23%**	-	-	-	-	-	-	22%	14%	*	*	-	22%	30%	40%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	88%	**87%**	-	-	-	-	-	-	*	-	*	-	*	86%	*	*
	2022	76%	96%	**96%**	-	-	-	-	-	-	*	*	-	*	-	97%	80%	*
At Meets Grade Level or Above	2023	47%	66%	**66%**	-	-	-	-	-	-	*	-	*	-	*	64%	*	*
	2022	47%	72%	**71%**	-	-	-	-	-	-	*	*	-	*	-	74%	40%	*
At Masters Grade Level	2023	18%	29%	**23%**	-	-	-	-	-	-	*	-	*	-	*	24%	*	*
	2022	21%	37%	**39%**	-	-	-	-	-	-	*	*	-	*	-	43%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**84%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2022	75%	98%	**100%**	-	-	-	-	-	-	*	-	-	*	-	100%	*	*
At Meets Grade Level or Above	2023	52%	66%	**67%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	*
	2022	50%	81%	**86%**	-	-	-	-	-	-	*	-	-	*	-	92%	*	*

2022-23 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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	42%	**39%**	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
	2022	30%	54%	**61%**	-	-	-	-	-	-	*	-	-	*	-	66%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	69%	**68%**	-	-	-	-	-	-	67%	-	67%	-	*	68%	70%	60%
All Grades ELA/Reading	2023	63%	70%	**66%**	-	-	-	-	-	-	60%	-	60%	-	*	67%	64%	*
All Grades Mathematics	2023	66%	68%	**71%**	-	-	-	-	-	-	75%	-	75%	-	*	70%	78%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	55%	**59%**	-	-	-	-	-	-	*	-	*	-	-	57%	*	-
All Grades ELA/Reading	2023	35%	59%	**60%**	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
All Grades Mathematics	2023	40%	53%	**59%**	-	-	-	-	-	-	-	-	-	-	-	59%	-	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	98%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	88%	98%	97%	100%	100%	-	95%	99%	83%	97%	96%	97%	98%
Not Included in Accountability: Mobile	4%	3%	**3%**	9%	1%	3%	0%	0%	-	5%	0%	17%	2%	4%	3%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	2%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	*	*	-	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	92%	96%	**96%**	89%	97%	97%	*	*	-	94%	98%	80%	97%	95%	97%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	11%	2%	2%	*	*	-	6%	0%	20%	2%	4%	3%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	0%	2%	0%	*	*	-	0%	0%	0%	1%	0%	0%	6%
Not Tested	1%	0%	**0%**	0%	0%	1%	*	*	-	0%	3%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	*	-	0%	3%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	87%	98%	97%	*	100%	-	94%	100%	*	98%	96%	97%	100%
Not Included in Accountability: Mobile	5%	3%	**3%**	13%	2%	3%	*	0%	-	6%	0%	*	2%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**98%**	100%	100%	96%	*	*	-	*	100%	*	97%	98%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	0%	4%	*	*	-	*	0%	*	3%	2%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	95.0%	**94.9%**	95.2%	95.2%	94.6%	*	97.3%	-	95.4%	94.7%	94.1%	96.8%
2020-21	95.0%	97.7%	**97.8%**	97.8%	97.8%	97.8%	*	99.5%	-	98.0%	97.4%	97.0%	98.0%
Chronic Absenteeism													
2021-22	25.7%	11.3%	**10.6%**	8.3%	10.8%	11.0%	*	14.3%	-	0.0%	13.5%	13.1%	6.7%
2020-21	15.0%	5.0%	**4.0%**	0.0%	4.4%	3.9%	*	0.0%	-	0.0%	9.4%	7.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
2020-21	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
2020-21	2.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Continued HS	3.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Dropped Out	6.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Graduates and TxCHSE	90.0%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.6%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Class of 2021													
Graduated	90.0%	97.9%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Received TxCHSE	0.3%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Continued HS	3.9%	2.1%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Dropped Out	5.8%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Graduates and TxCHSE	90.3%	97.9%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Received TxCHSE	0.4%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Continued HS	1.0%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Dropped Out	6.3%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Class of 2020													
Graduated	92.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019													
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%	-	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Class of 2021	90.0%	97.9%	**100.0%**	-	*	*	-	*	-	-	-	*	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Class of 2021	3.8%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Class of 2021	81.9%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
Class of 2021	85.7%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	3.8%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	97.9%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
2020-21	80.4%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	97.9%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
2020-21	84.1%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	25	100.0%	48	368,686
By Ethnicity:				
African American	0	0.0%	2	45,227
Hispanic	6	24.0%	9	191,125
White	17	68.0%	33	103,171
American Indian	0	0.0%	1	1,159
Asian	2	8.0%	2	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	0	0.0%	1	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	25	100.0%	47	302,917
Special Education Graduates	0	0.0%	2	32,447
Economically Disadvantaged Graduates	5	20.0%	8	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	4.0%	1	40,398
At-Risk Graduates	5	20.0%	9	159,689
CTE Completers	21	84.0%	35	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
2020-21	65.2%	100.0%	**100.0%**	-	*	*	-	*	-	-	-	*	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	95.8%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
2020-21	52.7%	97.8%	**100.0%**	-	*	*	-	*	-	-	-	*	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	95.8%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
2020-21	56.1%	95.7%	**100.0%**	-	*	*	-	*	-	-	-	*	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	97.9%	**96.0%**	-	100.0%	94.1%	-	*	-	-	-	100.0%	*
2020-21	45.7%	95.7%	**100.0%**	-	*	*	-	*	-	-	-	*	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	93.8%	**96.0%**	-	100.0%	94.1%	-	*	-	-	-	100.0%	*
2020-21	40.4%	91.3%	**100.0%**	-	*	*	-	*	-	-	-	*	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	21.3%	2.2%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	2.6%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	87.5%	**92.0%**	-	83.3%	94.1%	-	*	-	-	-	60.0%	*
2020-21	25.9%	91.3%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	4.4%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	6.3%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	24.2%	6.5%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	2.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	0.7%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	2.4%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
2020-21	4.4%	6.5%	**0.0%**	-	*	*	-	*	-	-	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	85.4%	**92.0%**	-	100.0%	94.1%	-	*	-	-	-	80.0%	*
	2020-21	25.9%	91.3%	**100.0%**	-	*	*	-	*	-	-	-	*	-
Mathematics	2021-22	18.7%	81.3%	**80.0%**	-	66.7%	82.4%	-	*	-	-	-	60.0%	*
	2020-21	19.4%	73.9%	**62.5%**	-	*	*	-	*	-	-	-	*	-
Both Subjects	2021-22	12.6%	72.9%	**76.0%**	-	66.7%	82.4%	-	*	-	-	-	40.0%	*
	2020-21	14.4%	69.6%	**62.5%**	-	*	*	-	*	-	-	-	*	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020-21	8.6%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
Mathematics	2021-22	14.0%	16.7%	**16.0%**	-	33.3%	11.8%	-	*	-	-	-	60.0%	*
	2020-21	10.3%	32.6%	**50.0%**	-	*	*	-	*	-	-	-	*	-
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
	2020-21	4.9%	0.0%	**0.0%**	-	*	*	-	*	-	-	-	*	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
	2021	21.1%	1.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
English Language Arts	2022	13.2%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
	2021	12.1%	1.1%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Mathematics	2022	6.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
	2021	6.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Science	2022	9.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
	2021	8.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
Social Studies	2022	12.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
	2021	11.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	-	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	*	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	100.0%	**100.0%**	-	100.0%	100.0%	-	*	-	-	-	100.0%	*
	2020-21	70.8%	26.1%	**25.0%**	-	*	*	-	*	-	-	-	*	-
At/Above Criterion for All Examinees	2021-22	32.1%	64.0%	**66.7%**	-	66.7%	68.4%	-	*	-	-	-	40.0%	*
	2020-21	32.9%	58.3%	*	-	-	*	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1124	**1137**	-	1118	1151	-	*	-	-	-	1032	*
	2020-21	1002	1191	**1265**	-	-	1265	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	570	**578**	-	573	582	-	*	-	-	-	522	*
	2020-21	504	618	**665**	-	-	665	-	-	-	-	-	-	-
Mathematics	2021-22	496	554	**559**	-	545	568	-	*	-	-	-	510	*
	2020-21	498	573	**600**	-	-	600	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.8	**24.7**	-	*	*	-	-	-	-	-	*	-
	2020-21	20.0	20.0	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	24.5	**24.8**	-	*	*	-	-	-	-	-	*	-
	2020-21	19.6	19.7	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.6	**22.3**	-	*	*	-	-	-	-	-	*	-
	2020-21	19.9	19.0	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	23.6	**25.3**	-	*	*	-	-	-	-	-	*	-
	2020-21	20.3	22.0	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	80.7%	**85.1%**	*	80.0%	86.5%	*	88.9%	-	*	100.0%	72.7%	*
	2020-21	42.5%	84.2%	**94.3%**	*	88.2%	97.6%	-	88.9%	-	*	*	87.5%	*
English Language Arts	2021-22	16.6%	32.4%	**31.4%**	*	30.0%	33.3%	*	44.4%	-	*	11.1%	4.5%	*
	2020-21	16.3%	45.0%	**55.7%**	*	47.1%	59.5%	-	55.6%	-	*	*	37.5%	*
Mathematics	2021-22	19.9%	33.8%	**32.9%**	*	30.0%	35.3%	*	50.0%	-	*	11.1%	13.6%	*
	2020-21	19.3%	38.0%	**40.6%**	*	23.5%	51.2%	-	33.3%	-	*	*	31.3%	*
Science	2021-22	21.1%	14.6%	**20.0%**	*	25.0%	21.6%	*	12.5%	-	*	0.0%	4.5%	*
	2020-21	20.6%	11.6%	**5.8%**	*	0.0%	9.8%	-	0.0%	-	*	*	0.0%	*
Social Studies	2021-22	22.8%	44.0%	**42.5%**	*	35.0%	44.2%	*	66.7%	-	*	22.2%	13.6%	*
	2020-21	22.8%	54.7%	**52.3%**	*	42.9%	53.7%	-	62.5%	-	*	*	42.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	78.3%	**75.0%**	-	*	*	-	*	-	-	-	*	-
	2019-20	46.1%	69.1%	**78.9%**	-	-	76.5%	-	*	-	*	*	80.0%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	378	100.0%	872	5,504,150	378	100.0%	872	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.4%	0	0.0%	0.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.7%	0	0.0%	0.0%	3.7%
Kindergarten	39	10.3%	6.4%	6.7%	39	10.3%	6.4%	6.7%
Grade 1	31	8.2%	8.0%	7.2%	31	8.2%	8.0%	7.2%
Grade 2	38	10.1%	8.9%	7.2%	38	10.1%	8.9%	7.2%
Grade 3	38	10.1%	9.3%	7.2%	38	10.1%	9.3%	7.1%
Grade 4	44	11.6%	10.1%	7.2%	44	11.6%	10.1%	7.1%
Grade 5	22	5.8%	7.5%	7.2%	22	5.8%	7.5%	7.2%
Grade 6	24	6.3%	8.1%	7.3%	24	6.3%	8.1%	7.2%
Grade 7	25	6.6%	8.0%	7.4%	25	6.6%	8.0%	7.4%
Grade 8	38	10.1%	8.7%	7.7%	38	10.1%	8.7%	7.7%
Grade 9	24	6.3%	6.8%	8.7%	24	6.3%	6.8%	8.7%
Grade 10	22	5.8%	6.3%	7.9%	22	5.8%	6.3%	7.9%
Grade 11	19	5.0%	6.5%	7.0%	19	5.0%	6.5%	7.0%
Grade 12	14	3.7%	5.3%	6.6%	14	3.7%	5.3%	6.6%
Ethnic Distribution:								
African American	30	7.9%	7.1%	12.8%	30	7.9%	7.1%	12.8%
Hispanic	86	22.8%	20.9%	53.0%	86	22.8%	20.9%	52.9%
White	223	59.0%	61.7%	25.6%	223	59.0%	61.7%	25.7%
American Indian	3	0.8%	0.3%	0.3%	3	0.8%	0.3%	0.3%
Asian	13	3.4%	4.2%	5.1%	13	3.4%	4.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	23	6.1%	5.6%	3.0%	23	6.1%	5.6%	3.0%
Sex:								
Female	174	46.0%	50.6%	48.8%	174	46.0%	50.6%	48.8%
Male	204	54.0%	49.4%	51.2%	204	54.0%	49.4%	51.2%
Economically Disadvantaged	107	28.3%	28.4%	62.1%	107	28.3%	28.4%	62.0%
Non-Educationally Disadvantaged	271	71.7%	71.6%	37.9%	271	71.7%	71.6%	38.0%
Section 504 Students	44	11.6%	10.6%	7.4%	44	11.6%	10.6%	7.4%
EB Students/EL	17	4.5%	3.3%	23.1%	17	4.5%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	46	12.2%	8.8%	5.5%	46	12.2%	8.8%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	2	0.5%	0.7%	1.3%	2	0.5%	0.7%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	2	0.5%	26.7%	64.6%	2	0.5%	26.7%	64.6%
Military Connected	49	13.0%	13.0%	3.6%	49	13.0%	13.0%	3.6%
At-Risk	133	35.2%	31.1%	53.3%	133	35.2%	31.1%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	16	4.2%	3.0%	23.2%	16	4.2%	3.0%	23.2%
Career and Technical Education	133	35.2%	37.4%	26.5%	133	35.2%	37.4%	26.5%
Career and Technical Education (9-12 grades only)	76	96.2%	93.1%	72.3%	76	96.2%	93.1%	72.2%
Gifted and Talented Education	19	5.0%	10.4%	8.2%	19	5.0%	10.4%	8.2%
Special Education	57	15.1%	12.3%	12.6%	57	15.1%	12.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability Students with Intellectual Disabilities	19	33.3%	34.6%	44.1%				
Students with Physical Disabilities	11	19.3%	27.1%	20.0%				
Students with Autism	15	26.3%	22.4%	15.5%				
Students with Behavioral Disabilities	12	21.1%	15.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	41	11.9%	12.9%	16.8%				
By Ethnicity: African American	3	0.9%	1.3%	3.3%				
Hispanic	10	2.9%	2.9%	8.7%				
White	24	7.0%	7.9%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.6%	0.3%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.6%	0.3%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	11.5%	12.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	6.7%	4.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	15	11.8%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	61	18.5%	19.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	0.0%	0.0%	2.5%	14.3%	9.1%	3.6%
Grade 2	0.0%	0.0%	1.6%	12.5%	18.2%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	5.9%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	2.0%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.5	18.7	18.7
Grade 1	15.8	18.0	19.1
Grade 2	19.0	19.5	19.1
Grade 3	19.0	20.5	19.3
Grade 4	22.5	22.2	19.4
Grade 5	22.0	22.1	20.8
Grade 6	24.0	23.6	19.2
Secondary:			
English/Language Arts	21.8	18.8	16.2
Foreign Languages	1.8	3.9	18.8
Mathematics	18.3	15.7	17.5
Science	21.2	19.8	18.5
Social Studies	19.7	17.3	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	36.8	100.0%	100.0%	100.0%
Professional Staff:	31.8	86.3%	82.1%	64.1%
Teachers	27.5	74.6%	58.8%	48.7%
Professional Support	2.6	7.2%	12.4%	10.9%
Campus Administration (School Leadership)	1.7	4.6%	4.2%	3.3%
Educational Aides:	5.0	13.7%	8.3%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	1.0	n/a	0.0	1,240.0
Total Minority Staff:	5.8	15.6%	17.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.6%	4.9%	11.8%
Hispanic	2.0	7.3%	6.5%	29.6%
White	23.3	84.8%	83.0%	54.9%
American Indian	0.0	0.0%	3.3%	0.3%
Asian	1.0	3.6%	1.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	0.6%	0.7%	1.2%
Teachers by Sex:				
Males	4.0	14.6%	14.7%	24.4%
Females	23.5	85.4%	85.3%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	15.0	54.6%	52.3%	72.2%
Masters	12.5	45.4%	47.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.3%	6.7%	9.7%
1-5 Years Experience	16.0	58.3%	40.7%	26.3%
6-10 Years Experience	4.0	14.6%	17.9%	20.5%
11-20 Years Experience	3.2	11.6%	28.9%	27.2%
21-30 Years Experience	2.3	8.3%	5.7%	13.3%
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.8	n/a	14.2	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.1
Average Years Experience of Principals with District	1.0	3.7	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	6.6	8.5	11.0
Average Years Experience of Teachers with District:	2.6	2.7	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$44,373	$53,300
1-5 Years Experience	$45,040	$45,544	$56,516
6-10 Years Experience	$52,600	$52,025	$59,732
11-20 Years Experience	$53,331	$54,021	$63,389
21-30 Years Experience	$55,944	$57,955	$67,876
Over 30 Years Experience	-	-	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$48,003	$49,786	$60,717
Professional Support	$53,383	$57,256	$72,022
Campus Administration (School Leadership)	$70,276	$73,696	$85,167
Instructional Staff Percent:	n/a	79.0%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	1.4	5.2%	4.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	25.0	91.2%	91.9%	70.6%
Special Education	1.0	3.7%	3.3%	9.7%
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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

Campus Name: UT TYLER UNIVERSITY ACADEMY AT LONGVIEW

Campus Number: 212804102

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	89%	**95%**	-	80%	100%	-	-	-	*	*	-	92%	100%	*	*
	2022	76%	84%	**86%**	-	*	94%	-	*	-	*	*	*	82%	*	100%	-
At Meets Grade Level or Above	2023	50%	59%	**52%**	-	40%	60%	-	-	-	*	*	-	62%	38%	*	*
	2022	51%	57%	**62%**	-	*	69%	-	*	-	*	*	*	59%	*	67%	-
At Masters Grade Level	2023	20%	16%	**14%**	-	20%	13%	-	-	-	*	*	-	23%	0%	*	*
	2022	30%	40%	**48%**	-	*	50%	-	*	-	*	*	*	41%	*	50%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	79%	**81%**	-	40%	93%	-	-	-	*	*	-	85%	75%	*	*
	2022	71%	78%	**90%**	-	*	100%	-	*	-	*	*	*	88%	*	100%	-
At Meets Grade Level or Above	2023	45%	54%	**67%**	-	20%	80%	-	-	-	*	*	-	69%	63%	*	*
	2022	43%	46%	**62%**	-	*	63%	-	*	-	*	*	*	65%	*	67%	-
At Masters Grade Level	2023	19%	18%	**19%**	-	0%	20%	-	-	-	*	*	-	23%	13%	*	*
	2022	21%	22%	**38%**	-	*	38%	-	*	-	*	*	*	41%	*	67%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	**77%**	-	*	75%	-	*	-	*	*	-	71%	88%	*	-
	2022	77%	93%	**100%**	*	*	100%	-	-	-	*	*	*	100%	100%	100%	-
At Meets Grade Level or Above	2023	48%	55%	**68%**	-	*	69%	-	*	-	*	*	-	57%	88%	*	-
	2022	54%	75%	**85%**	*	*	80%	-	-	-	*	*	*	83%	88%	100%	-
At Masters Grade Level	2023	22%	26%	**27%**	-	*	25%	-	*	-	*	*	-	21%	38%	*	-
	2022	28%	44%	**55%**	*	*	67%	-	-	-	*	*	*	50%	63%	40%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	76%	**82%**	-	*	88%	-	*	-	*	*	-	79%	88%	*	-
	2022	70%	84%	**95%**	*	*	100%	-	-	-	*	*	*	100%	88%	100%	-
At Meets Grade Level or Above	2023	48%	50%	**64%**	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
	2022	43%	62%	**75%**	*	*	73%	-	-	-	*	*	*	75%	75%	100%	-
At Masters Grade Level	2023	22%	24%	**41%**	-	*	31%	-	*	-	*	*	-	50%	25%	*	-
	2022	23%	36%	**50%**	*	*	60%	-	-	-	*	*	*	50%	50%	20%	-
Grade 5 Reading																	

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At Approaches Grade Level or Above	2023	81%	93%	**100%**	*	*	100%	-	-	-	*	*	*	100%	100%	*	-
	2022	81%	95%	**100%**	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2023	57%	76%	**86%**	*	*	88%	-	-	-	*	*	*	91%	82%	*	-
	2022	58%	90%	**95%**	*	100%	92%	-	-	-	*	*	-	89%	100%	80%	-
At Masters Grade Level	2023	28%	38%	**41%**	*	*	44%	-	-	-	*	*	*	36%	45%	*	-
	2022	36%	54%	**52%**	*	40%	69%	-	-	-	*	*	-	33%	67%	40%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**100%**	*	*	100%	-	-	-	*	*	*	100%	100%	*	-
	2022	77%	94%	**100%**	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
At Meets Grade Level or Above	2023	51%	59%	**82%**	*	*	88%	-	-	-	*	*	*	91%	73%	*	-
	2022	48%	71%	**81%**	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
At Masters Grade Level	2023	21%	28%	**41%**	*	*	50%	-	-	-	*	*	*	36%	45%	*	-
	2022	25%	38%	**48%**	*	40%	62%	-	-	-	*	*	-	44%	50%	20%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**73%**	*	*	75%	-	-	-	*	*	*	73%	73%	*	-
	2022	66%	92%	**86%**	*	80%	92%	-	-	-	*	*	-	89%	83%	80%	-
At Meets Grade Level or Above	2023	36%	33%	**41%**	*	*	44%	-	-	-	*	*	*	45%	36%	*	-
	2022	38%	54%	**52%**	*	40%	62%	-	-	-	*	*	-	67%	42%	0%	-
At Masters Grade Level	2023	16%	24%	**32%**	*	*	31%	-	-	-	*	*	*	27%	36%	*	-
	2022	18%	22%	**19%**	*	20%	23%	-	-	-	*	*	-	0%	33%	0%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**96%**	*	100%	100%	-	-	-	*	*	-	100%	91%	86%	-
	2022	70%	86%	**92%**	*	*	89%	-	*	-	*	*	*	100%	78%	100%	-
At Meets Grade Level or Above	2023	52%	76%	**80%**	*	80%	88%	-	-	-	*	*	-	79%	82%	57%	-
	2022	43%	72%	**81%**	*	*	83%	-	*	-	*	*	*	88%	67%	100%	-
At Masters Grade Level	2023	22%	44%	**40%**	*	20%	56%	-	-	-	*	*	-	43%	36%	14%	-
	2022	23%	52%	**65%**	*	*	61%	-	*	-	*	*	*	71%	56%	80%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	93%	**92%**	*	80%	100%	-	-	-	*	*	-	100%	82%	71%	-
	2022	73%	91%	**100%**	*	*	100%	-	*	-	*	*	*	100%	100%	100%	-

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At Meets Grade Level or Above	2023	40%	61%	**56%**	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
	2022	39%	72%	**92%**	*	*	89%	-	*	-	*	*	*	88%	100%	80%	-
At Masters Grade Level	2023	16%	27%	**24%**	*	0%	38%	-	-	-	*	*	-	36%	9%	0%	-
	2022	16%	32%	**58%**	*	*	56%	-	*	-	*	*	*	53%	67%	60%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	96%	**96%**	-	100%	94%	-	*	-	*	*	*	100%	90%	*	*
	2022	80%	95%	**100%**	*	*	100%	-	-	-	-	*	-	100%	100%	*	-
At Meets Grade Level or Above	2023	55%	75%	**80%**	-	100%	72%	-	*	-	*	*	*	80%	80%	*	*
	2022	56%	78%	**96%**	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
At Masters Grade Level	2023	27%	57%	**72%**	-	60%	72%	-	*	-	*	*	*	80%	60%	*	*
	2022	37%	58%	**61%**	*	*	62%	-	-	-	-	*	-	64%	58%	*	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	85%	**92%**	-	100%	89%	-	*	-	*	*	*	87%	100%	*	*
	2022	61%	78%	**96%**	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
At Meets Grade Level or Above	2023	37%	65%	**76%**	-	80%	72%	-	*	-	*	*	*	80%	70%	*	*
	2022	31%	52%	**83%**	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
At Masters Grade Level	2023	11%	28%	**36%**	-	20%	39%	-	*	-	*	*	*	40%	30%	*	*
	2022	13%	27%	**57%**	*	*	62%	-	-	-	-	*	-	64%	50%	*	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	100%	**100%**	*	*	100%	-	-	-	-	*	*	100%	100%	-	-
	2022	83%	98%	**96%**	*	100%	92%	-	*	-	*	*	*	93%	100%	100%	-
At Meets Grade Level or Above	2023	58%	82%	**86%**	*	*	90%	-	-	-	-	*	*	90%	83%	-	-
	2022	58%	87%	**87%**	*	100%	75%	-	*	-	*	*	*	86%	89%	83%	-
At Masters Grade Level	2023	28%	59%	**64%**	*	*	65%	-	-	-	-	*	*	50%	75%	-	-
	2022	37%	69%	**83%**	*	100%	75%	-	*	-	*	*	*	79%	89%	83%	-
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	94%	**100%**	*	*	100%	-	-	-	-	*	*	100%	100%	-	-
	2022	74%	97%	**100%**	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	-
At Meets Grade Level or Above	2023	47%	74%	**82%**	*	*	85%	-	-	-	-	*	*	80%	83%	-	-
	2022	45%	76%	**87%**	*	83%	83%	-	*	-	*	*	*	93%	78%	83%	-

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At Masters Grade Level	2023	17%	19%	**32%**	*	*	35%	-	-	-	-	*	*	30%	33%	-	-
	2022	24%	40%	**57%**	*	67%	50%	-	*	-	*	*	*	64%	44%	33%	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	81%	**86%**	*	*	90%	-	-	-	-	*	*	80%	92%	-	-
	2022	61%	95%	**91%**	*	83%	92%	-	*	-	*	*	*	86%	100%	67%	-
At Meets Grade Level or Above	2023	33%	46%	**36%**	*	*	35%	-	-	-	-	*	*	10%	58%	-	-
	2022	31%	71%	**74%**	*	83%	67%	-	*	-	*	*	*	64%	89%	50%	-
At Masters Grade Level	2023	16%	21%	**23%**	*	*	25%	-	-	-	-	*	*	10%	33%	-	-
	2022	18%	40%	**57%**	*	67%	58%	-	*	-	*	*	*	50%	67%	17%	-
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	96%	**100%**	*	100%	100%	-	*	-	*	*	*	100%	100%	*	*
	2022	65%	95%	**96%**	-	80%	100%	-	-	-	-	*	-	100%	89%	*	*
At Meets Grade Level or Above	2023	52%	89%	**95%**	*	86%	100%	-	*	-	*	*	*	100%	88%	*	*
	2022	47%	86%	**81%**	-	80%	81%	-	-	-	-	*	-	82%	78%	*	*
At Masters Grade Level	2023	13%	33%	**52%**	*	57%	36%	-	*	-	*	*	*	46%	63%	*	*
	2022	11%	44%	**58%**	-	80%	52%	-	-	-	-	*	-	59%	56%	*	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	95%	**100%**	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
	2022	72%	98%	**96%**	*	*	94%	-	*	-	*	*	-	100%	89%	*	-
At Meets Grade Level or Above	2023	54%	84%	**87%**	-	100%	82%	-	-	-	-	*	-	93%	75%	*	*
	2022	55%	93%	**84%**	*	*	76%	-	*	-	*	*	-	81%	89%	*	-
At Masters Grade Level	2023	9%	35%	**52%**	-	50%	53%	-	-	-	-	*	-	60%	38%	*	*
	2022	9%	29%	**24%**	*	*	29%	-	*	-	*	*	-	25%	22%	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	94%	**96%**	*	*	95%	-	-	-	-	*	*	100%	93%	-	*
	2022	76%	95%	**96%**	*	86%	100%	-	*	-	*	*	*	100%	91%	100%	*
At Meets Grade Level or Above	2023	43%	68%	**79%**	*	*	86%	-	-	-	-	*	*	80%	79%	-	*
	2022	43%	81%	**77%**	*	71%	79%	-	*	-	*	*	*	73%	82%	67%	*

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At Masters Grade Level	2023	23%	39%	**46%**	*	*	52%	-	-	-	-	*	*	50%	43%	-	*
	2022	27%	66%	**69%**	*	71%	71%	-	*	-	*	*	*	67%	73%	50%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	100%	**100%**	*	100%	100%	-	*	-	*	*	*	100%	100%	*	-
	2022	83%	100%	**100%**	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
At Meets Grade Level or Above	2023	56%	95%	**95%**	*	86%	100%	-	*	-	*	*	*	92%	100%	*	-
	2022	55%	86%	**88%**	-	80%	90%	-	-	-	-	*	-	93%	82%	*	*
At Masters Grade Level	2023	21%	53%	**71%**	*	86%	55%	-	*	-	*	*	*	77%	63%	*	-
	2022	21%	48%	**60%**	-	40%	65%	-	-	-	-	*	-	57%	64%	*	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	**100%**	-	100%	100%	-	-	-	-	*	-	100%	100%	*	*
	2022	89%	100%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	*	-
At Meets Grade Level or Above	2023	70%	88%	**92%**	-	86%	94%	-	-	-	-	*	-	100%	78%	*	*
	2022	68%	92%	**89%**	*	80%	88%	-	*	-	*	*	-	88%	92%	*	-
At Masters Grade Level	2023	38%	64%	**75%**	-	71%	76%	-	-	-	-	*	-	80%	67%	*	*
	2022	42%	67%	**61%**	*	80%	41%	-	*	-	*	*	-	56%	67%	*	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	95%	**100%**	*	100%	100%	-	*	*	*	*	-	100%	*	100%	-
	2022	92%	92%	**100%**	-	*	100%	-	-	-	*	*	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	65%	**71%**	*	50%	78%	-	*	*	*	*	-	70%	*	40%	-
	2022	64%	71%	**80%**	-	*	75%	-	-	-	*	*	-	67%	*	*	-
At Masters Grade Level	2023	12%	7%	**0%**	*	0%	0%	-	*	*	*	*	-	0%	*	0%	-
	2022	13%	8%	**0%**	-	*	0%	-	-	-	*	*	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	89%	**93%**	78%	89%	95%	-	100%	*	100%	74%	100%	94%	93%	87%	80%
	2022	74%	91%	**96%**	88%	90%	98%	-	100%	-	100%	76%	100%	97%	95%	97%	60%
At Meets Grade Level or Above	2023	49%	67%	**74%**	44%	66%	77%	-	100%	*	79%	42%	91%	75%	72%	61%	50%
	2022	48%	72%	**81%**	75%	79%	81%	-	91%	-	89%	48%	100%	81%	82%	78%	40%

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At Masters Grade Level	2023	20%	32%	**40%**	11%	36%	42%	-	71%	*	42%	12%	45%	41%	40%	27%	10%
	2022	23%	42%	**53%**	42%	54%	54%	-	73%	-	41%	24%	90%	51%	56%	44%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**96%**	83%	94%	96%	-	*	-	100%	67%	*	95%	96%	93%	80%
	2022	75%	93%	**96%**	100%	90%	96%	-	*	-	100%	64%	*	96%	94%	100%	*
At Meets Grade Level or Above	2023	53%	73%	**80%**	67%	77%	81%	-	*	-	75%	28%	*	81%	78%	70%	60%
	2022	53%	79%	**84%**	89%	86%	83%	-	*	-	90%	29%	*	82%	86%	89%	*
At Masters Grade Level	2023	20%	38%	**46%**	17%	46%	47%	-	*	-	38%	11%	*	46%	46%	33%	0%
	2022	25%	49%	**56%**	33%	59%	57%	-	*	-	50%	7%	*	53%	60%	55%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	86%	**91%**	83%	78%	94%	-	*	*	100%	75%	*	92%	90%	78%	*
	2022	72%	86%	**97%**	75%	86%	100%	-	*	-	100%	83%	*	98%	95%	100%	*
At Meets Grade Level or Above	2023	45%	60%	**71%**	33%	44%	78%	-	*	*	88%	38%	*	74%	67%	52%	*
	2022	42%	63%	**79%**	63%	77%	79%	-	*	-	89%	58%	*	77%	82%	78%	*
At Masters Grade Level	2023	19%	25%	**32%**	0%	11%	37%	-	*	*	38%	0%	*	34%	29%	17%	*
	2022	20%	32%	**50%**	38%	45%	53%	-	*	-	33%	25%	*	49%	52%	47%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	88%	**92%**	80%	93%	92%	-	*	*	*	100%	*	93%	90%	88%	-
	2022	76%	96%	**96%**	*	94%	98%	-	*	-	*	80%	*	97%	94%	93%	*
At Meets Grade Level or Above	2023	47%	66%	**71%**	40%	67%	75%	-	*	*	*	100%	*	71%	71%	38%	-
	2022	47%	72%	**77%**	*	69%	80%	-	*	-	*	60%	*	86%	66%	57%	*
At Masters Grade Level	2023	18%	29%	**38%**	20%	47%	35%	-	*	*	*	20%	*	36%	42%	25%	-
	2022	21%	37%	**46%**	*	44%	49%	-	*	-	*	40%	*	46%	47%	21%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**93%**	*	100%	95%	-	-	-	-	*	*	92%	95%	*	*
	2022	75%	98%	**96%**	*	91%	97%	-	*	-	100%	*	*	93%	100%	78%	-
At Meets Grade Level or Above	2023	52%	66%	**65%**	*	88%	62%	-	-	-	-	*	*	64%	67%	*	*
	2022	50%	81%	**82%**	*	82%	79%	-	*	-	80%	*	*	77%	90%	67%	-

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At Masters Grade Level	2023	27%	42%	**50%**	*	63%	49%	-	-	-	-	*	*	52%	48%	*	*
	2022	30%	54%	**59%**	*	73%	48%	-	*	-	60%	*	*	53%	67%	22%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	45%	**48%**	-	20%	60%	-	-	-	*	*	-	62%	25%	*	*
	2022	36%	42%	**52%**	-	*	56%	-	*	-	*	*	*	53%	*	67%	-
Reading and Mathematics Including EOC	2023	37%	45%	**48%**	-	20%	60%	-	-	-	*	*	-	62%	25%	*	*
	2022	36%	42%	**52%**	-	*	56%	-	*	-	*	*	*	53%	*	67%	-
Reading Including EOC	2023	50%	59%	**52%**	-	40%	60%	-	-	-	*	*	-	62%	38%	*	*
	2022	51%	57%	**62%**	-	*	69%	-	*	-	*	*	*	59%	*	67%	-
Math Including EOC	2023	45%	54%	**67%**	-	20%	80%	-	-	-	*	*	-	69%	63%	*	*
	2022	43%	46%	**62%**	-	*	63%	-	*	-	*	*	*	65%	*	67%	-
4th Graders																	
Reading and Mathematics	2023	38%	48%	**64%**	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
	2022	36%	60%	**70%**	*	*	67%	-	-	-	*	*	*	67%	75%	100%	-
Reading and Mathematics Including EOC	2023	38%	48%	**64%**	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
	2022	36%	60%	**70%**	*	*	67%	-	-	-	*	*	*	67%	75%	100%	-
Reading Including EOC	2023	48%	55%	**68%**	-	*	69%	-	*	-	*	*	-	57%	88%	*	-
	2022	54%	75%	**85%**	*	*	80%	-	-	-	*	*	*	83%	88%	100%	-
Math Including EOC	2023	48%	50%	**64%**	-	*	63%	-	*	-	*	*	-	57%	75%	*	-
	2022	43%	62%	**75%**	*	*	73%	-	-	-	*	*	*	75%	75%	100%	-
5th Graders																	
Reading and Mathematics	2023	43%	53%	**77%**	*	*	81%	-	-	-	*	*	*	82%	73%	*	-
	2022	41%	70%	**81%**	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
Reading and Mathematics Including EOC	2023	43%	53%	**77%**	*	*	81%	-	-	-	*	*	*	82%	73%	*	-
	2022	41%	70%	**81%**	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
Reading Including EOC	2023	57%	76%	**86%**	*	*	88%	-	-	-	*	*	*	91%	82%	*	-
	2022	58%	90%	**95%**	*	100%	92%	-	-	-	*	*	-	89%	100%	80%	-
Math Including EOC	2023	51%	59%	**82%**	*	*	88%	-	-	-	*	*	*	91%	73%	*	-
	2022	48%	71%	**81%**	*	80%	85%	-	-	-	*	*	-	89%	75%	60%	-
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	55%	**56%**	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
	2022	31%	61%	**73%**	*	*	72%	-	*	-	*	*	*	76%	67%	80%	-
Reading and Mathematics Including EOC	2023	35%	55%	**56%**	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
	2022	31%	61%	**73%**	*	*	72%	-	*	-	*	*	*	76%	67%	80%	-
Reading Including EOC	2023	52%	76%	**80%**	*	80%	88%	-	-	-	*	*	-	79%	82%	57%	-
	2022	43%	72%	**81%**	*	*	83%	-	*	-	*	*	*	88%	67%	100%	-
Math Including EOC	2023	40%	61%	**56%**	*	20%	75%	-	-	-	*	*	-	71%	36%	29%	-
	2022	40%	72%	**92%**	*	*	89%	-	*	-	*	*	*	88%	100%	80%	-
7th Graders																	
Reading and Mathematics	2023	37%	62%	**72%**	-	80%	67%	-	*	-	*	*	*	73%	70%	*	*
	2022	32%	51%	**83%**	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
Reading and Mathematics Including EOC	2023	38%	62%	**72%**	-	80%	67%	-	*	-	*	*	*	73%	70%	*	*
	2022	33%	51%	**83%**	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
Reading Including EOC	2023	55%	75%	**80%**	-	100%	72%	-	*	-	*	*	*	80%	80%	*	*
	2022	56%	78%	**96%**	*	*	100%	-	-	-	-	*	-	100%	92%	*	-
Math Including EOC	2023	43%	65%	**76%**	-	80%	72%	-	*	-	*	*	*	80%	70%	*	*
	2022	37%	52%	**83%**	*	*	86%	-	-	-	-	*	-	82%	83%	*	-
8th Graders																	
Reading and Mathematics Including EOC	2023	44%	68%	**73%**	*	*	75%	-	-	-	-	*	*	70%	75%	-	-
	2022	41%	73%	**78%**	*	83%	75%	-	*	-	*	*	*	71%	89%	67%	-
Reading Including EOC	2023	58%	82%	**86%**	*	*	90%	-	-	-	-	*	*	90%	83%	-	-
	2022	58%	87%	**87%**	*	100%	75%	-	*	-	*	*	*	86%	89%	83%	-
Math Including EOC	2023	51%	72%	**82%**	*	*	85%	-	-	-	-	*	*	80%	83%	-	-
	2022	48%	79%	**83%**	*	83%	83%	-	*	-	*	*	*	79%	89%	67%	-
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	52%	**63%**	*	43%	69%	-	*	-	71%	17%	*	69%	56%	50%	*
	2022	34%	55%	**72%**	50%	71%	73%	-	*	-	83%	20%	*	71%	73%	80%	-
Reading and Mathematics Including EOC	2023	39%	55%	**65%**	20%	45%	70%	-	*	-	71%	21%	*	69%	60%	50%	*
	2022	36%	58%	**73%**	63%	75%	74%	-	*	-	75%	27%	*	71%	76%	77%	-
Reading Including EOC	2023	53%	70%	**76%**	60%	68%	78%	-	*	-	71%	29%	*	75%	77%	60%	*
	2022	53%	76%	**84%**	88%	85%	84%	-	*	-	88%	36%	*	83%	87%	87%	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	47%	60%	**71%**	20%	45%	77%	-	*	-	86%	36%	*	74%	67%	55%	*
	2022	43%	63%	**80%**	63%	80%	80%	-	*	-	88%	64%	*	79%	81%	77%	-

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

Texas Education Agency
2022-23 Progress (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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**45%**	-	*	41%	-	*	-	*	*	-	46%	43%	*	-
Grade 4 Mathematics	2023	63%	58%	**62%**	-	*	63%	-	*	-	*	*	-	64%	57%	*	-
Grade 5 ELA/Reading	2023	65%	69%	**59%**	*	*	56%	-	-	-	*	*	*	55%	64%	*	-
Grade 5 Mathematics	2023	71%	69%	**80%**	*	*	84%	-	-	-	*	*	*	82%	77%	*	-
Grade 6 ELA/Reading	2023	51%	67%	**65%**	*	*	72%	-	-	-	*	*	-	68%	60%	64%	-
Grade 6 Mathematics	2023	54%	62%	**48%**	*	*	59%	-	-	-	*	*	-	50%	45%	29%	-
Grade 7 ELA/Reading	2023	71%	89%	**83%**	-	*	83%	-	*	-	*	*	*	83%	83%	*	-
Grade 7 Mathematics	2023	56%	65%	**50%**	-	*	50%	-	*	-	*	*	*	60%	33%	*	-
Grade 8 ELA/Reading	2023	63%	80%	**81%**	*	*	84%	-	-	-	-	*	*	80%	82%	-	-
End of Course English I	2023	57%	69%	**65%**	*	67%	55%	-	*	-	*	*	*	54%	86%	*	-
End of Course English II	2023	74%	71%	**71%**	-	67%	73%	-	-	-	-	*	-	70%	75%	*	*
End of Course Algebra I	2023	76%	82%	**82%**	*	*	80%	-	-	-	-	*	*	80%	83%	-	-
All Grades Both Subjects	2023	64%	69%	**66%**	73%	58%	68%	-	100%	-	46%	32%	86%	65%	66%	58%	*
All Grades ELA/Reading	2023	63%	70%	**67%**	67%	69%	68%	-	*	-	43%	43%	*	65%	70%	64%	*
All Grades Mathematics	2023	66%	68%	**64%**	80%	36%	67%	-	*	-	50%	18%	*	66%	61%	50%	-
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	40%	*	-	*	*	-	-	-	-	*	-	*	-	-	-
Grade 4 Mathematics	2023	27%	31%	*	-	*	-	-	-	-	-	*	-	*	-	-	-
Grade 5 Mathematics	2023	48%	33%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
Grade 6 ELA/Reading	2023	26%	40%	*	*	-	-	-	-	-	-	*	-	-	*	*	-
Grade 6 Mathematics	2023	35%	71%	*	*	-	-	-	-	-	-	*	-	-	*	*	-
Grade 7 ELA/Reading	2023	39%	75%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
End of Course English I	2023	26%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
End of Course English II	2023	41%	*	*	-	*	-	-	-	-	-	-	-	-	*	-	*
End of Course Algebra I	2023	58%	88%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Both Subjects	2023	38%	55%	**54%**	*	40%	*	-	-	-	-	38%	-	33%	71%	*	*
All Grades ELA/Reading	2023	35%	59%	**50%**	*	*	*	-	-	-	-	40%	-	*	*	*	*
All Grades Mathematics	2023	40%	53%	**60%**	*	*	-	-	-	-	-	*	-	*	*	*	-

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	89%	**93%**	-	-	-	-	-	-	67%	*	-	*	*	94%	75%	*
	2022	74%	91%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
At Meets Grade Level or Above	2023	49%	67%	**74%**	-	-	-	-	-	-	17%	*	-	*	*	74%	38%	*
	2022	48%	72%	**81%**	-	-	-	-	-	-	-	-	-	-	-	81%	*	*
At Masters Grade Level	2023	20%	32%	**40%**	-	-	-	-	-	-	0%	*	-	*	*	41%	0%	*
	2022	23%	42%	**53%**	-	-	-	-	-	-	-	-	-	-	-	53%	*	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	93%	**96%**	-	-	-	-	-	-	*	*	-	*	*	96%	*	*
	2022	75%	93%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
At Meets Grade Level or Above	2023	53%	73%	**80%**	-	-	-	-	-	-	*	*	-	*	*	80%	*	*
	2022	53%	79%	**84%**	-	-	-	-	-	-	-	-	-	-	-	84%	*	*
At Masters Grade Level	2023	20%	38%	**46%**	-	-	-	-	-	-	*	*	-	*	*	47%	*	*
	2022	25%	49%	**56%**	-	-	-	-	-	-	-	-	-	-	-	56%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	86%	**91%**	-	-	-	-	-	-	*	*	-	*	*	92%	*	-
	2022	72%	86%	**97%**	-	-	-	-	-	-	-	-	-	-	-	97%	*	-
At Meets Grade Level or Above	2023	45%	60%	**71%**	-	-	-	-	-	-	*	*	-	*	*	72%	*	-
	2022	42%	63%	**79%**	-	-	-	-	-	-	-	-	-	-	-	79%	*	-
At Masters Grade Level	2023	19%	25%	**32%**	-	-	-	-	-	-	*	*	-	*	*	32%	*	-
	2022	20%	32%	**50%**	-	-	-	-	-	-	-	-	-	-	-	51%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	88%	**92%**	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
	2022	76%	96%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	*	*
At Meets Grade Level or Above	2023	47%	66%	**71%**	-	-	-	-	-	-	-	-	-	-	-	71%	-	-
	2022	47%	72%	**77%**	-	-	-	-	-	-	-	-	-	-	-	78%	*	*
At Masters Grade Level	2023	18%	29%	**38%**	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
	2022	21%	37%	**46%**	-	-	-	-	-	-	-	-	-	-	-	48%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**93%**	-	-	-	-	-	-	*	-	-	*	-	93%	*	*
	2022	75%	98%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	-
At Meets Grade Level or Above	2023	52%	66%	**65%**	-	-	-	-	-	-	*	-	-	*	-	66%	*	*
	2022	50%	81%	**82%**	-	-	-	-	-	-	-	-	-	-	-	82%	-	-

2022-23 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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	42%	**50%**	-	-	-	-	-	-	*	-	-	*	-	50%	*	*
	2022	30%	54%	**59%**	-	-	-	-	-	-	-	-	-	-	-	59%	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	69%	**66%**	-	-	-	-	-	-	*	-	-	*	-	66%	*	*
All Grades ELA/Reading	2023	63%	70%	**67%**	-	-	-	-	-	-	*	-	-	*	-	68%	*	*
All Grades Mathematics	2023	66%	68%	**64%**	-	-	-	-	-	-	-	-	-	-	-	64%	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	55%	**54%**	-	-	-	-	-	-	*	-	-	*	-	50%	*	-
All Grades ELA/Reading	2023	35%	59%	**50%**	-	-	-	-	-	-	*	-	-	*	-	43%	*	-
All Grades Mathematics	2023	40%	53%	**60%**	-	-	-	-	-	-	-	-	-	-	-	60%	-	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	98%	100%	100%	100%	98%	100%
Included in Accountability	93%	96%	**96%**	100%	97%	96%	-	100%	*	100%	98%	100%	98%	94%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	3%	4%	-	0%	*	0%	0%	0%	1%	6%	0%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	2%	0%	0%	0%	2%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	2%	0%	0%	0%	2%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	**97%**	100%	97%	97%	-	*	-	100%	100%	*	99%	95%	100%	100%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	3%	3%	-	*	-	0%	0%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	*
Included in Accountability	94%	96%	**97%**	100%	96%	96%	-	*	*	100%	100%	*	99%	94%	100%	*
Not Included in Accountability: Mobile	5%	3%	**3%**	0%	4%	4%	-	*	*	0%	0%	*	1%	6%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	**99%**	100%	100%	98%	-	*	*	*	83%	*	98%	100%	89%	-
Included in Accountability	93%	96%	**94%**	100%	94%	93%	-	*	*	*	83%	*	96%	91%	89%	-
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	6%	5%	-	*	*	*	0%	*	2%	9%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	-
Not Tested	1%	0%	**1%**	0%	0%	2%	-	*	*	*	17%	*	2%	0%	11%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**5%**	11%	8%	5%	-	*	-	0%	8%	*	2%	9%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**1%**	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	3%	*
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	**1%**	0%	0%	1%	-	*	-	0%	0%	*	1%	0%	3%	*
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	97%	**97%**	80%	94%	100%	-	*	-	*	83%	*	97%	97%	100%	*
Not Included in Accountability: Mobile	4%	3%	**3%**	20%	6%	0%	-	*	-	*	17%	*	3%	3%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Social Studies																
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%	-
Accelerated Testers																
SAT/ACT Participant	89%	97%	**91%**	-	*	89%	-	-	-	*	*	-	86%	*	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	95.0%	**95.8%**	93.6%	96.4%	95.7%	*	97.4%	*	95.9%	96.3%	95.1%	*
2020-21	95.0%	97.7%	**98.2%**	97.3%	98.4%	98.3%	*	*	*	97.5%	97.3%	97.8%	*
Chronic Absenteeism													
2021-22	25.7%	11.3%	**6.6%**	21.4%	4.5%	6.7%	*	0.0%	*	0.0%	3.8%	7.1%	*
2020-21	15.0%	5.0%	**3.8%**	11.1%	2.4%	2.4%	*	0.0%	*	7.1%	4.2%	7.4%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2020-21	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
2020-21	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Received TxCHSE	0.3%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
Continued HS	3.5%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
Dropped Out	6.4%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
Graduates and TxCHSE	90.0%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Class of 2021													
Graduated	90.0%	97.9%	**95.0%**	*	*	93.3%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.3%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	3.9%	2.1%	**5.0%**	*	*	6.7%	-	-	-	*	*	0.0%	-
Dropped Out	5.8%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	90.3%	97.9%	**95.0%**	*	*	93.3%	-	-	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	1.0%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
Class of 2020													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Class of 2021	90.0%	97.9%	**95.0%**	*	*	93.3%	-	-	-	*	*	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
Class of 2021	3.8%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Class of 2021	81.9%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
Class of 2021	85.7%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
2020-21	3.8%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	97.9%	**92.9%**	-	*	90.9%	*	-	-	*	*	*	-
2020-21	80.4%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	97.9%	**92.9%**	-	*	90.9%	*	-	-	*	*	*	-
2020-21	84.1%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	14	100.0%	48	368,686
By Ethnicity:				
African American	0	0.0%	2	45,227
Hispanic	1	7.1%	9	191,125
White	11	78.6%	33	103,171
American Indian	1	7.1%	1	1,159
Asian	0	0.0%	2	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	7.1%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	1	7.1%	1	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	13	92.9%	47	302,917
Special Education Graduates	2	14.3%	2	32,447
Economically Disadvantaged Graduates	2	14.3%	8	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	1	40,398
At-Risk Graduates	2	14.3%	9	159,689
CTE Completers	8	57.1%	35	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
2020-21	65.2%	100.0%	**100.0%**	*	*	100.0%	-	-	-	*	*	100.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	95.8%	**85.7%**	-	*	90.9%	*	-	-	*	*	*	-
2020-21	52.7%	97.8%	**94.7%**	*	*	92.9%	-	-	-	*	*	100.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	95.8%	**85.7%**	-	*	90.9%	*	-	-	*	*	*	-
2020-21	56.1%	95.7%	**89.5%**	*	*	85.7%	-	-	-	*	*	100.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	97.9%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
2020-21	45.7%	95.7%	**94.7%**	*	*	100.0%	-	-	-	*	*	100.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	93.8%	**85.7%**	-	*	90.9%	*	-	-	*	*	*	-
2020-21	40.4%	91.3%	**84.2%**	*	*	85.7%	-	-	-	*	*	100.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
2020-21	21.3%	2.2%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
2020-21	2.6%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	87.5%	**71.4%**	-	*	72.7%	*	-	-	*	*	*	-
2020-21	25.9%	91.3%	**84.2%**	*	*	78.6%	-	-	-	*	*	80.0%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
2020-21	4.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	6.3%	**21.4%**	-	*	18.2%	*	-	-	*	*	*	-
2020-21	24.2%	6.5%	**15.8%**	*	*	21.4%	-	-	-	*	*	40.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	2.1%	**7.1%**	-	*	0.0%	*	-	-	*	*	*	-

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
2020-21	0.7%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.1%	**7.1%**	-	*	9.1%	*	-	-	*	*	*	-
2020-21	2.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.1%	**7.1%**	-	*	9.1%	*	-	-	*	*	*	-
2020-21	4.4%	6.5%	**15.8%**	*	*	21.4%	-	-	-	*	*	40.0%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	85.4%	**78.6%**	-	*	90.9%	*	-	-	*	*	*	-
	2020-21	25.9%	91.3%	**89.5%**	*	*	85.7%	-	-	-	*	*	100.0%	-
Mathematics	2021-22	18.7%	81.3%	**78.6%**	-	*	81.8%	*	-	-	*	*	*	-
	2020-21	19.4%	73.9%	**68.4%**	*	*	64.3%	-	-	-	*	*	60.0%	-
Both Subjects	2021-22	12.6%	72.9%	**71.4%**	-	*	81.8%	*	-	-	*	*	*	-
	2020-21	14.4%	69.6%	**63.2%**	*	*	57.1%	-	-	-	*	*	60.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
	2020-21	8.6%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Mathematics	2021-22	14.0%	16.7%	**21.4%**	-	*	18.2%	*	-	-	*	*	*	-
	2020-21	10.3%	32.6%	**31.6%**	*	*	42.9%	-	-	-	*	*	40.0%	-
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	-	*	0.0%	*	-	-	*	*	*	-
	2020-21	4.9%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
	2021	21.1%	1.1%	**3.0%**	*	0.0%	4.0%	-	-	-	*	0.0%	0.0%	-
English Language Arts	2022	13.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
	2021	12.1%	1.1%	**3.0%**	*	0.0%	4.0%	-	-	-	*	0.0%	0.0%	-
Mathematics	2022	6.9%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
	2021	6.1%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Science	2022	9.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
	2021	8.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Social Studies	2022	12.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	*	0.0%	-
	2021	11.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	*	*	-	-	*	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	*	*	-	-	*	-	-	-	-	-	-	-
Mathematics	2022	50.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	100.0%	**100.0%**	-	*	100.0%	*	-	-	*	*	*	-
	2020-21	70.8%	26.1%	**10.5%**	*	*	0.0%	-	-	-	*	*	0.0%	-
At/Above Criterion for All Examinees	2021-22	32.1%	64.0%	**64.3%**	-	*	63.6%	*	-	-	*	*	*	-
	2020-21	32.9%	58.3%	*	*	*	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1124	**1106**	-	*	1109	*	-	-	*	*	*	-
	2020-21	1002	1191	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	570	**551**	-	*	555	*	-	-	*	*	*	-
	2020-21	504	618	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	554	**555**	-	*	555	*	-	-	*	*	*	-
	2020-21	498	573	**-**	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.8	*	-	-	*	-	-	-	-	-	*	-
	2020-21	20.0	20.0	**20.5**	22.0	19.0	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	24.5	*	-	-	*	-	-	-	-	-	*	-
	2020-21	19.6	19.7	**20.8**	22.0	19.5	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.6	*	-	-	*	-	-	-	-	-	*	-
	2020-21	19.9	19.0	**17.5**	19.0	16.0	-	-	-	-	-	-	-	-
Science	2021-22	19.8	23.6	*	-	-	*	-	-	-	-	-	*	-
	2020-21	20.3	22.0	**23.0**	25.0	21.0	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	80.7%	**81.3%**	*	81.3%	83.3%	*	*	*	*	57.1%	92.3%	*
	2020-21	42.5%	84.2%	**78.6%**	*	71.4%	78.3%	-	*	*	*	44.4%	73.7%	-
English Language Arts	2021-22	16.6%	32.4%	**27.8%**	*	18.8%	30.2%	*	*	*	*	28.6%	30.8%	*
	2020-21	16.3%	45.0%	**47.1%**	*	35.7%	50.0%	-	*	*	*	22.2%	42.1%	-
Mathematics	2021-22	19.9%	33.8%	**29.1%**	*	31.3%	28.3%	*	*	*	*	42.9%	38.5%	*
	2020-21	19.3%	38.0%	**41.4%**	*	35.7%	41.3%	-	*	*	*	22.2%	36.8%	-
Science	2021-22	21.1%	14.6%	**10.3%**	*	6.3%	13.5%	*	*	*	*	0.0%	8.3%	*
	2020-21	20.6%	11.6%	**14.5%**	*	14.3%	13.3%	-	*	*	*	0.0%	10.5%	-
Social Studies	2021-22	22.8%	44.0%	**41.3%**	*	31.3%	40.7%	*	*	*	*	28.6%	46.2%	*
	2020-21	22.8%	54.7%	**47.6%**	*	38.5%	50.0%	-	*	*	*	16.7%	41.2%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	78.3%	**78.9%**	*	*	71.4%	-	-	-	*	*	80.0%	-
	2019-20	46.1%	69.1%	**60.0%**	*	*	57.1%	-	-	-	*	*	*	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	266	100.0%	872	5,504,150	266	100.0%	872	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.4%	0	0.0%	0.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.7%	0	0.0%	0.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	20	7.5%	8.0%	7.2%	20	7.5%	8.0%	7.2%
Grade 2	20	7.5%	8.9%	7.2%	20	7.5%	8.9%	7.2%
Grade 3	22	8.3%	9.3%	7.2%	22	8.3%	9.3%	7.1%
Grade 4	22	8.3%	10.1%	7.2%	22	8.3%	10.1%	7.1%
Grade 5	22	8.3%	7.5%	7.2%	22	8.3%	7.5%	7.2%
Grade 6	25	9.4%	8.1%	7.3%	25	9.4%	8.1%	7.2%
Grade 7	25	9.4%	8.0%	7.4%	25	9.4%	8.0%	7.4%
Grade 8	23	8.6%	8.7%	7.7%	23	8.6%	8.7%	7.7%
Grade 9	24	9.0%	6.8%	8.7%	24	9.0%	6.8%	8.7%
Grade 10	22	8.3%	6.3%	7.9%	22	8.3%	6.3%	7.9%
Grade 11	24	9.0%	6.5%	7.0%	24	9.0%	6.5%	7.0%
Grade 12	17	6.4%	5.3%	6.6%	17	6.4%	5.3%	6.6%
Ethnic Distribution:								
African American	12	4.5%	7.1%	12.8%	12	4.5%	7.1%	12.8%
Hispanic	51	19.2%	20.9%	53.0%	51	19.2%	20.9%	52.9%
White	183	68.8%	61.7%	25.6%	183	68.8%	61.7%	25.7%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	7	2.6%	4.2%	5.1%	7	2.6%	4.2%	5.1%
Pacific Islander	1	0.4%	0.1%	0.2%	1	0.4%	0.1%	0.2%
Two or More Races	12	4.5%	5.6%	3.0%	12	4.5%	5.6%	3.0%
Sex:								
Female	146	54.9%	50.6%	48.8%	146	54.9%	50.6%	48.8%
Male	120	45.1%	49.4%	51.2%	120	45.1%	49.4%	51.2%
Economically Disadvantaged	44	16.5%	28.4%	62.1%	44	16.5%	28.4%	62.0%
Non-Educationally Disadvantaged	222	83.5%	71.6%	37.9%	222	83.5%	71.6%	38.0%
Section 504 Students	32	12.0%	10.6%	7.4%	32	12.0%	10.6%	7.4%
EB Students/EL	5	1.9%	3.3%	23.1%	5	1.9%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	21	7.9%	8.8%	5.5%	21	7.9%	8.8%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	1.1%	0.7%	1.3%	3	1.1%	0.7%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	3	1.1%	26.7%	64.6%	3	1.1%	26.7%	64.6%
Military Connected	39	14.7%	13.0%	3.6%	39	14.7%	13.0%	3.6%
At-Risk	54	20.3%	31.1%	53.3%	54	20.3%	31.1%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	3	1.1%	3.0%	23.2%	3	1.1%	3.0%	23.2%
Career and Technical Education	126	47.4%	37.4%	26.5%	126	47.4%	37.4%	26.5%
Career and Technical Education (9-12 grades only)	79	90.8%	93.1%	72.3%	79	90.8%	93.1%	72.2%
Gifted and Talented Education	50	18.8%	10.4%	8.2%	50	18.8%	10.4%	8.2%
Special Education	21	7.9%	12.3%	12.6%	21	7.9%	12.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	21							
By Type of Primary Disability Students with Intellectual Disabilities	8	38.1%	34.6%	44.1%				
Students with Physical Disabilities	**	**	27.1%	20.0%				
Students with Autism	**	**	22.4%	15.5%				
Students with Behavioral Disabilities	*	*	15.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	24	8.7%	12.9%	16.8%				
By Ethnicity: African American	2	0.7%	1.3%	3.3%				
Hispanic	5	1.8%	2.9%	8.7%				
White	17	6.1%	7.9%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.3%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	7.7%	12.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	4.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	5	8.9%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	33	13.5%	19.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	0.0%	0.0%	2.5%	0.0%	9.1%	3.6%
Grade 2	0.0%	0.0%	1.6%	100.0%	18.2%	2.0%
Grade 3	0.0%	0.0%	0.8%	25.0%	5.9%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	5.0%	2.0%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.7	18.7
Grade 1	20.0	18.0	19.1
Grade 2	20.0	19.5	19.1
Grade 3	22.0	20.5	19.3
Grade 4	22.0	22.2	19.4
Grade 5	23.0	22.1	20.8
Grade 6	25.0	23.6	19.2
Secondary:			
English/Language Arts	23.5	18.8	16.2
Foreign Languages	2.0	3.9	18.8
Mathematics	19.5	15.7	17.5
Science	23.6	19.8	18.5
Social Studies	20.0	17.3	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	21.0	100.0%	100.0%	100.0%
Professional Staff:	20.1	95.9%	82.1%	64.1%
Teachers	17.7	84.7%	58.8%	48.7%
Professional Support	1.1	5.1%	12.4%	10.9%
Campus Administration (School Leadership)	1.3	6.1%	4.2%	3.3%
Educational Aides:	0.9	4.1%	8.3%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	1.0	n/a	0.0	1,240.0
Total Minority Staff:	1.0	4.8%	17.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.9%	11.8%
Hispanic	0.0	0.0%	6.5%	29.6%
White	16.6	93.3%	83.0%	54.9%
American Indian	1.0	5.6%	3.3%	0.3%
Asian	0.0	0.0%	1.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	1.0%	0.7%	1.2%
Teachers by Sex:				
Males	2.0	11.3%	14.7%	24.4%
Females	15.7	88.7%	85.3%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	9.1	51.5%	52.3%	72.2%
Masters	8.6	48.5%	47.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.1	6.4%	6.7%	9.7%
1-5 Years Experience	4.0	22.5%	40.7%	26.3%
6-10 Years Experience	5.0	28.2%	17.9%	20.5%
11-20 Years Experience	7.6	42.9%	28.9%	27.2%
21-30 Years Experience	0.0	0.0%	5.7%	13.3%
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.0	n/a	14.2	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	4.7	6.1
Average Years Experience of Principals with District	8.0	3.7	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	9.2	8.5	11.0
Average Years Experience of Teachers with District:	3.3	2.7	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$42,711	$44,373	$53,300
1-5 Years Experience	$47,990	$45,544	$56,516
6-10 Years Experience	$51,384	$52,025	$59,732
11-20 Years Experience	$54,168	$54,021	$63,389
21-30 Years Experience	-	$57,955	$67,876
Over 30 Years Experience	-	-	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$51,260	$49,786	$60,717
Professional Support	$57,627	$57,256	$72,022
Campus Administration (School Leadership)	$76,000	$73,696	$85,167
Instructional Staff Percent:	n/a	79.0%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	1.1	6.3%	4.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	15.6	88.0%	91.9%	70.6%
Special Education	1.0	5.6%	3.3%	9.7%
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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: UT TYLER UNIVERSITY ACADEMY

Campus Name: UT TYLER UNIVERSITY ACADEMY AT PALESTINE

Campus Number: 212804103

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	89%	**89%**	*	100%	91%	-	*	-	-	*	-	100%	80%	92%	*
	2022	76%	84%	**79%**	*	*	87%	-	-	-	*	*	-	75%	86%	63%	-
At Meets Grade Level or Above	2023	50%	59%	**58%**	*	80%	64%	-	*	-	-	*	-	78%	40%	50%	*
	2022	51%	57%	**37%**	*	*	47%	-	-	-	*	*	-	42%	29%	38%	-
At Masters Grade Level	2023	20%	16%	**26%**	*	40%	27%	-	*	-	-	*	-	56%	0%	17%	*
	2022	30%	40%	**26%**	*	*	33%	-	-	-	*	*	-	33%	14%	38%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	79%	**74%**	*	80%	64%	-	*	-	-	*	-	89%	60%	75%	*
	2022	71%	78%	**74%**	*	*	87%	-	-	-	*	*	-	75%	71%	63%	-
At Meets Grade Level or Above	2023	45%	54%	**53%**	*	80%	36%	-	*	-	-	*	-	67%	40%	50%	*
	2022	43%	46%	**21%**	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
At Masters Grade Level	2023	19%	18%	**16%**	*	20%	9%	-	*	-	-	*	-	22%	10%	17%	*
	2022	21%	22%	**5%**	*	*	7%	-	-	-	*	*	-	8%	0%	13%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	**89%**	*	*	92%	-	*	-	*	*	-	78%	100%	88%	-
	2022	77%	93%	**89%**	-	100%	78%	-	*	-	-	*	-	-	89%	75%	*
At Meets Grade Level or Above	2023	48%	55%	**42%**	*	*	54%	-	*	-	*	*	-	44%	40%	63%	-
	2022	54%	75%	**78%**	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
At Masters Grade Level	2023	22%	26%	**37%**	*	*	46%	-	*	-	*	*	-	33%	40%	50%	-
	2022	28%	44%	**44%**	-	83%	22%	-	*	-	-	*	-	-	44%	25%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	76%	**74%**	*	*	77%	-	*	-	*	*	-	67%	80%	88%	-
	2022	70%	84%	**78%**	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
At Meets Grade Level or Above	2023	48%	50%	**26%**	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
	2022	43%	62%	**56%**	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
At Masters Grade Level	2023	22%	24%	**16%**	*	*	15%	-	*	-	*	*	-	11%	20%	13%	-
	2022	23%	36%	**33%**	-	33%	33%	-	*	-	-	*	-	-	33%	25%	*
Grade 5 Reading																	

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At Approaches Grade Level or Above	2023	81%	93%	**94%**	*	*	100%	-	*	-	-	*	-	100%	86%	89%	*
	2022	81%	95%	**89%**	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
At Meets Grade Level or Above	2023	57%	76%	**82%**	*	*	88%	-	*	-	-	*	-	80%	86%	78%	*
	2022	58%	90%	**89%**	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
At Masters Grade Level	2023	28%	38%	**41%**	*	*	50%	-	*	-	-	*	-	40%	43%	22%	*
	2022	36%	54%	**63%**	*	100%	38%	-	*	-	*	*	-	-	63%	70%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**71%**	*	*	75%	-	*	-	-	*	-	70%	71%	67%	*
	2022	77%	94%	**84%**	*	100%	63%	-	*	-	*	*	-	-	84%	90%	-
At Meets Grade Level or Above	2023	51%	59%	**41%**	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
	2022	48%	71%	**63%**	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
At Masters Grade Level	2023	21%	28%	**18%**	*	*	13%	-	*	-	-	*	-	10%	29%	11%	*
	2022	25%	38%	**37%**	*	60%	25%	-	*	-	*	*	-	-	37%	60%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**65%**	*	*	88%	-	*	-	-	*	-	70%	57%	56%	*
	2022	66%	92%	**95%**	*	100%	88%	-	*	-	*	*	-	-	95%	100%	-
At Meets Grade Level or Above	2023	36%	33%	**18%**	*	*	13%	-	*	-	-	*	-	10%	29%	11%	*
	2022	38%	54%	**42%**	*	60%	25%	-	*	-	*	*	-	-	42%	60%	-
At Masters Grade Level	2023	16%	24%	**12%**	*	*	13%	-	*	-	-	*	-	0%	29%	0%	*
	2022	18%	22%	**5%**	*	20%	0%	-	*	-	*	*	-	-	5%	0%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**91%**	*	*	91%	-	*	-	*	60%	-	91%	91%	93%	*
	2022	70%	86%	**84%**	*	*	100%	-	*	-	*	*	-	86%	83%	71%	*
At Meets Grade Level or Above	2023	52%	76%	**82%**	*	*	82%	-	*	-	*	40%	-	82%	82%	80%	*
	2022	43%	72%	**63%**	*	*	75%	-	*	-	*	*	-	86%	50%	57%	*
At Masters Grade Level	2023	22%	44%	**55%**	*	*	45%	-	*	-	*	20%	-	45%	64%	60%	*
	2022	23%	52%	**47%**	*	*	50%	-	*	-	*	*	-	86%	25%	29%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	93%	**91%**	*	*	82%	-	*	-	*	60%	-	91%	91%	93%	*
	2022	73%	91%	**84%**	*	*	88%	-	*	-	*	*	-	100%	75%	57%	*

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At Meets Grade Level or Above	2023	40%	61%	**59%**	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
	2022	39%	72%	**58%**	*	*	63%	-	*	-	*	*	-	71%	50%	43%	*
At Masters Grade Level	2023	16%	27%	**36%**	*	*	27%	-	*	-	*	0%	-	36%	36%	40%	*
	2022	16%	32%	**16%**	*	*	13%	-	*	-	*	*	-	29%	8%	14%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	96%	**95%**	*	*	90%	-	*	-	*	*	-	100%	83%	86%	*
	2022	80%	95%	**89%**	*	*	90%	-	*	-	*	*	-	100%	80%	78%	*
At Meets Grade Level or Above	2023	55%	75%	**75%**	*	*	70%	-	*	-	*	*	-	86%	50%	86%	*
	2022	56%	78%	**63%**	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
At Masters Grade Level	2023	27%	57%	**65%**	*	*	60%	-	*	-	*	*	-	71%	50%	71%	*
	2022	37%	58%	**63%**	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	85%	**75%**	*	*	70%	-	*	-	*	*	-	79%	67%	43%	*
	2022	61%	78%	**58%**	*	*	70%	-	*	-	*	*	-	56%	60%	44%	*
At Meets Grade Level or Above	2023	37%	65%	**55%**	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
	2022	31%	52%	**26%**	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
At Masters Grade Level	2023	11%	28%	**25%**	*	*	30%	-	*	-	*	*	-	21%	33%	29%	*
	2022	13%	27%	**11%**	*	*	0%	-	*	-	*	*	-	11%	10%	11%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	100%	**100%**	*	*	100%	-	*	-	*	*	-	100%	100%	*	-
	2022	83%	98%	**100%**	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	58%	82%	**93%**	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
	2022	58%	87%	**83%**	*	100%	70%	-	*	-	-	*	-	90%	75%	75%	*
At Masters Grade Level	2023	28%	59%	**67%**	*	*	67%	-	*	-	*	*	-	67%	67%	*	-
	2022	37%	69%	**72%**	*	100%	70%	-	*	-	-	*	-	90%	50%	75%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	94%	**93%**	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
	2022	74%	97%	**100%**	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	47%	74%	**73%**	*	*	78%	-	*	-	*	*	-	67%	83%	*	-
	2022	45%	76%	**78%**	*	60%	80%	-	*	-	-	*	-	90%	63%	88%	*

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At Masters Grade Level	2023	17%	19%	**13%**	*	*	0%	-	*	-	*	*	-	11%	17%	*	-
	2022	24%	40%	**33%**	*	40%	30%	-	*	-	-	*	-	40%	25%	38%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	81%	**87%**	*	*	89%	-	*	-	*	*	-	78%	100%	*	-
	2022	61%	95%	**94%**	*	100%	90%	-	*	-	-	*	-	100%	88%	88%	*
At Meets Grade Level or Above	2023	33%	46%	**40%**	*	*	33%	-	*	-	*	*	-	33%	50%	*	-
	2022	31%	71%	**61%**	*	60%	50%	-	*	-	-	*	-	70%	50%	50%	*
At Masters Grade Level	2023	16%	21%	**13%**	*	*	11%	-	*	-	*	*	-	11%	17%	*	-
	2022	18%	40%	**22%**	*	20%	30%	-	*	-	-	*	-	30%	13%	25%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	96%	**100%**	*	*	*	-	*	-	-	*	-	100%	*	*	*
	2022	65%	95%	**100%**	-	*	100%	-	-	-	*	*	-	100%	*	*	-
At Meets Grade Level or Above	2023	52%	89%	**90%**	*	*	*	-	*	-	-	*	-	86%	*	*	*
	2022	47%	86%	**100%**	-	*	100%	-	-	-	*	*	-	100%	*	*	-
At Masters Grade Level	2023	13%	33%	**30%**	*	*	*	-	*	-	-	*	-	43%	*	*	*
	2022	11%	44%	**29%**	-	*	40%	-	-	-	*	*	-	20%	*	*	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	95%	**100%**	*	*	100%	-	-	-	-	*	-	100%	*	*	-
	2022	72%	98%	**100%**	*	*	100%	-	*	-	-	*	-	100%	*	*	*
At Meets Grade Level or Above	2023	54%	84%	**100%**	*	*	100%	-	-	-	-	*	-	100%	*	*	-
	2022	55%	93%	**100%**	*	*	100%	-	*	-	-	*	-	100%	*	*	*
At Masters Grade Level	2023	9%	35%	**17%**	*	*	22%	-	-	-	-	*	-	20%	*	*	-
	2022	9%	29%	**0%**	*	*	0%	-	*	-	-	*	-	0%	*	*	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	94%	**94%**	*	*	100%	-	*	-	*	*	-	100%	86%	*	-
	2022	76%	95%	**100%**	*	100%	100%	-	*	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2023	43%	68%	**75%**	*	*	80%	-	*	-	*	*	-	78%	71%	*	-
	2022	43%	81%	**89%**	*	80%	90%	-	*	-	-	*	-	100%	75%	88%	*

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At Masters Grade Level	2023	23%	39%	**31%**	*	*	10%	-	*	-	*	*	-	22%	43%	*	-
	2022	27%	66%	**56%**	*	80%	60%	-	*	-	-	*	-	70%	38%	63%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	100%	**100%**	*	*	*	-	*	-	-	*	-	100%	*	*	*
	2022	83%	100%	**100%**	-	*	100%	-	-	-	*	*	-	100%	*	*	-
At Meets Grade Level or Above	2023	56%	95%	**100%**	*	*	*	-	*	-	-	*	-	100%	*	*	*
	2022	55%	86%	**83%**	-	*	89%	-	-	-	*	*	-	78%	*	*	-
At Masters Grade Level	2023	21%	53%	**50%**	*	*	*	-	*	-	-	*	-	71%	*	*	*
	2022	21%	48%	**25%**	-	*	33%	-	-	-	*	*	-	22%	*	*	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	**100%**	*	*	100%	-	-	-	*	*	-	100%	*	*	-
	2022	89%	100%	**100%**	*	*	100%	-	*	-	-	*	-	100%	*	*	*
At Meets Grade Level or Above	2023	70%	88%	**93%**	*	*	90%	-	-	-	*	*	-	90%	*	*	-
	2022	68%	92%	**90%**	*	*	100%	-	*	-	-	*	-	100%	*	*	*
At Masters Grade Level	2023	38%	64%	**57%**	*	*	60%	-	-	-	*	*	-	60%	*	*	-
	2022	42%	67%	**50%**	*	*	60%	-	*	-	-	*	-	67%	*	*	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	95%	**86%**	-	-	85%	-	-	-	*	-	-	86%	-	*	-
	2022	92%	92%	**100%**	*	*	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	65%	**64%**	-	-	69%	-	-	-	*	-	-	64%	-	*	-
	2022	64%	71%	**56%**	*	*	80%	-	-	-	-	-	-	63%	*	*	-
At Masters Grade Level	2023	12%	7%	**7%**	-	-	8%	-	-	-	*	-	-	7%	-	*	-
	2022	13%	8%	**0%**	*	*	0%	-	-	-	-	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	89%	**87%**	76%	87%	88%	-	94%	-	85%	73%	-	90%	84%	84%	93%
	2022	74%	91%	**89%**	83%	91%	88%	-	97%	-	83%	68%	-	92%	86%	82%	96%
At Meets Grade Level or Above	2023	49%	67%	**64%**	64%	65%	63%	-	75%	-	45%	39%	-	67%	58%	61%	73%
	2022	48%	72%	**65%**	62%	67%	60%	-	86%	-	72%	38%	-	72%	60%	61%	85%

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At Masters Grade Level	2023	20%	32%	**32%**	39%	33%	29%	-	44%	-	25%	18%	-	33%	31%	30%	40%
	2022	23%	42%	**33%**	28%	43%	31%	-	34%	-	28%	16%	-	39%	30%	34%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	93%	**94%**	71%	100%	95%	-	100%	-	100%	82%	-	96%	91%	92%	100%
	2022	75%	93%	**90%**	82%	93%	91%	-	92%	-	88%	69%	-	93%	89%	82%	91%
At Meets Grade Level or Above	2023	53%	73%	**75%**	64%	83%	77%	-	80%	-	43%	41%	-	82%	65%	74%	77%
	2022	53%	79%	**74%**	64%	83%	69%	-	92%	-	75%	44%	-	80%	71%	67%	91%
At Masters Grade Level	2023	20%	38%	**44%**	43%	39%	44%	-	60%	-	29%	18%	-	48%	38%	43%	54%
	2022	25%	49%	**46%**	45%	60%	41%	-	50%	-	38%	13%	-	52%	43%	44%	45%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	86%	**80%**	75%	78%	79%	-	100%	-	75%	58%	-	83%	76%	78%	100%
	2022	72%	86%	**81%**	75%	81%	80%	-	100%	-	71%	54%	-	85%	79%	71%	100%
At Meets Grade Level or Above	2023	45%	60%	**53%**	50%	50%	50%	-	85%	-	38%	21%	-	57%	47%	48%	82%
	2022	42%	63%	**52%**	50%	50%	46%	-	82%	-	71%	31%	-	54%	51%	49%	70%
At Masters Grade Level	2023	19%	25%	**22%**	42%	22%	16%	-	46%	-	13%	5%	-	18%	27%	22%	36%
	2022	20%	32%	**24%**	25%	35%	20%	-	18%	-	29%	15%	-	24%	24%	31%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	88%	**83%**	*	75%	95%	-	71%	-	*	80%	-	88%	75%	76%	67%
	2022	76%	96%	**98%**	*	100%	96%	-	*	-	*	83%	-	100%	97%	100%	*
At Meets Grade Level or Above	2023	47%	66%	**57%**	*	50%	57%	-	57%	-	*	60%	-	54%	63%	47%	50%
	2022	47%	72%	**65%**	*	58%	67%	-	*	-	*	33%	-	84%	53%	73%	*
At Masters Grade Level	2023	18%	29%	**21%**	*	38%	14%	-	14%	-	*	40%	-	23%	19%	12%	17%
	2022	21%	37%	**20%**	*	25%	22%	-	*	-	*	17%	-	32%	13%	18%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	89%	**93%**	*	*	95%	-	*	-	*	*	-	89%	100%	83%	-
	2022	75%	98%	**96%**	*	100%	93%	-	*	-	-	*	-	100%	92%	91%	*
At Meets Grade Level or Above	2023	52%	66%	**66%**	*	*	63%	-	*	-	*	*	-	63%	70%	83%	-
	2022	50%	81%	**71%**	*	71%	67%	-	*	-	-	*	-	81%	58%	64%	*

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At Masters Grade Level	2023	27%	42%	**34%**	*	*	37%	-	*	-	*	*	-	37%	30%	17%	-
	2022	30%	54%	**32%**	*	29%	40%	-	*	-	-	*	-	44%	17%	27%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	45%	**42%**	*	80%	36%	-	*	-	-	*	-	56%	30%	33%	*
	2022	36%	42%	**21%**	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
Reading and Mathematics Including EOC	2023	37%	45%	**42%**	*	80%	36%	-	*	-	-	*	-	56%	30%	33%	*
	2022	36%	42%	**21%**	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
Reading Including EOC	2023	50%	59%	**58%**	*	80%	64%	-	*	-	-	*	-	78%	40%	50%	*
	2022	51%	57%	**37%**	*	*	47%	-	-	-	*	*	-	42%	29%	38%	-
Math Including EOC	2023	45%	54%	**53%**	*	80%	36%	-	*	-	-	*	-	67%	40%	50%	*
	2022	43%	46%	**21%**	*	*	27%	-	-	-	*	*	-	25%	14%	13%	-
4th Graders																	
Reading and Mathematics	2023	38%	48%	**26%**	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
	2022	36%	60%	**56%**	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
Reading and Mathematics Including EOC	2023	38%	48%	**26%**	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
	2022	36%	60%	**56%**	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
Reading Including EOC	2023	48%	55%	**42%**	*	*	54%	-	*	-	*	*	-	44%	40%	63%	-
	2022	54%	75%	**78%**	-	100%	56%	-	*	-	-	*	-	-	78%	63%	*
Math Including EOC	2023	48%	50%	**26%**	*	*	31%	-	*	-	*	*	-	22%	30%	25%	-
	2022	43%	62%	**56%**	-	67%	44%	-	*	-	-	*	-	-	56%	50%	*
5th Graders																	
Reading and Mathematics	2023	43%	53%	**41%**	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
	2022	41%	70%	**63%**	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
Reading and Mathematics Including EOC	2023	43%	53%	**41%**	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
	2022	41%	70%	**63%**	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
Reading Including EOC	2023	57%	76%	**82%**	*	*	88%	-	*	-	-	*	-	80%	86%	78%	*
	2022	58%	90%	**89%**	*	100%	75%	-	*	-	*	*	-	-	89%	90%	-
Math Including EOC	2023	51%	59%	**41%**	*	*	38%	-	*	-	-	*	-	40%	43%	33%	*
	2022	48%	71%	**63%**	*	60%	38%	-	*	-	*	*	-	-	63%	80%	-
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	55%	**59%**	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
	2022	31%	61%	**47%**	*	*	50%	-	*	-	*	*	-	71%	33%	43%	*
Reading and Mathematics Including EOC	2023	35%	55%	**59%**	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
	2022	31%	61%	**47%**	*	*	50%	-	*	-	*	*	-	71%	33%	43%	*
Reading Including EOC	2023	52%	76%	**82%**	*	*	82%	-	*	-	*	40%	-	82%	82%	80%	*
	2022	43%	72%	**63%**	*	*	75%	-	*	-	*	*	-	86%	50%	57%	*
Math Including EOC	2023	40%	61%	**59%**	*	*	45%	-	*	-	*	20%	-	64%	55%	67%	*
	2022	40%	72%	**58%**	*	*	63%	-	*	-	*	*	-	71%	50%	43%	*
7th Graders																	
Reading and Mathematics	2023	37%	62%	**55%**	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
	2022	32%	51%	**26%**	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
Reading and Mathematics Including EOC	2023	38%	62%	**55%**	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
	2022	33%	51%	**26%**	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
Reading Including EOC	2023	55%	75%	**75%**	*	*	70%	-	*	-	*	*	-	86%	50%	86%	*
	2022	56%	78%	**63%**	*	*	60%	-	*	-	*	*	-	78%	50%	44%	*
Math Including EOC	2023	43%	65%	**55%**	*	*	50%	-	*	-	*	*	-	57%	50%	43%	*
	2022	37%	52%	**26%**	*	*	10%	-	*	-	*	*	-	22%	30%	22%	*
8th Graders																	
Reading and Mathematics Including EOC	2023	44%	68%	**80%**	*	*	89%	-	*	-	*	*	-	78%	83%	*	-
	2022	41%	73%	**78%**	*	80%	70%	-	*	-	-	*	-	90%	63%	75%	*
Reading Including EOC	2023	58%	82%	**93%**	*	*	100%	-	*	-	*	*	-	100%	83%	*	-
	2022	58%	87%	**83%**	*	100%	70%	-	*	-	-	*	-	90%	75%	75%	*
Math Including EOC	2023	51%	72%	**80%**	*	*	89%	-	*	-	*	*	-	78%	83%	*	-
	2022	48%	79%	**89%**	*	80%	90%	-	*	-	-	*	-	100%	75%	88%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	52%	**45%**	40%	53%	40%	-	67%	-	40%	12%	-	49%	41%	43%	64%
	2022	34%	55%	**43%**	56%	42%	32%	-	78%	-	57%	25%	-	36%	45%	43%	63%
Reading and Mathematics Including EOC	2023	39%	55%	**50%**	50%	50%	47%	-	69%	-	43%	17%	-	53%	46%	45%	64%
	2022	36%	58%	**48%**	60%	50%	38%	-	82%	-	57%	23%	-	50%	47%	48%	70%
Reading Including EOC	2023	53%	70%	**71%**	58%	78%	74%	-	77%	-	43%	28%	-	79%	62%	73%	73%
	2022	53%	76%	**69%**	60%	79%	62%	-	91%	-	71%	31%	-	71%	68%	62%	90%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	47%	60%	**52%**	50%	50%	47%	-	85%	-	43%	22%	-	55%	48%	49%	82%
	2022	43%	63%	**52%**	60%	50%	43%	-	82%	-	71%	31%	-	53%	51%	50%	70%

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

Texas Education Agency
2022-23 Progress (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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**66%**	*	*	68%	-	-	-	*	*	-	61%	71%	67%	-
Grade 4 Mathematics	2023	63%	58%	**53%**	*	*	55%	-	-	-	*	*	-	50%	57%	67%	-
Grade 5 ELA/Reading	2023	65%	69%	**80%**	-	*	100%	-	*	-	-	*	-	80%	80%	71%	*
Grade 5 Mathematics	2023	71%	69%	**53%**	-	*	56%	-	*	-	-	*	-	55%	50%	57%	*
Grade 6 ELA/Reading	2023	51%	67%	**74%**	*	*	70%	-	*	-	*	70%	-	64%	85%	77%	*
Grade 6 Mathematics	2023	54%	62%	**69%**	*	*	65%	-	*	-	*	50%	-	55%	85%	63%	*
Grade 7 ELA/Reading	2023	71%	89%	**93%**	*	*	85%	-	*	-	*	*	-	100%	75%	100%	*
Grade 7 Mathematics	2023	56%	65%	**68%**	*	*	60%	-	*	-	*	*	-	71%	58%	71%	*
Grade 8 ELA/Reading	2023	63%	80%	**87%**	*	*	100%	-	*	-	*	*	-	89%	83%	*	-
End of Course English I	2023	57%	69%	**65%**	*	*	*	-	*	-	-	*	-	64%	*	*	*
End of Course English II	2023	74%	71%	**82%**	*	*	75%	-	-	-	-	*	-	80%	*	*	-
End of Course Algebra I	2023	76%	82%	**97%**	*	*	100%	-	*	-	*	*	-	100%	92%	*	-
All Grades Both Subjects	2023	64%	69%	**74%**	86%	58%	75%	-	95%	-	54%	57%	-	73%	75%	73%	94%
All Grades ELA/Reading	2023	63%	70%	**79%**	88%	61%	81%	-	100%	-	57%	66%	-	79%	79%	78%	100%
All Grades Mathematics	2023	66%	68%	**68%**	85%	54%	67%	-	89%	-	50%	47%	-	66%	71%	68%	88%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	40%	*	-	*	*	-	-	-	*	*	-	*	*	*	-
Grade 4 Mathematics	2023	27%	31%	*	*	*	*	-	-	-	*	*	-	*	*	*	-
Grade 5 ELA/Reading	2023	37%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Grade 5 Mathematics	2023	48%	33%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Grade 6 ELA/Reading	2023	26%	40%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 6 Mathematics	2023	35%	71%	*	*	-	*	-	-	-	-	*	-	*	*	*	-
Grade 7 ELA/Reading	2023	39%	75%	*	*	-	*	-	*	-	-	*	-	*	*	*	*
Grade 7 Mathematics	2023	22%	50%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I	2023	58%	88%	*	-	*	*	-	-	-	*	-	-	*	*	*	-
All Grades Both Subjects	2023	38%	55%	**50%**	50%	*	38%	-	*	-	*	43%	-	47%	55%	47%	*
All Grades ELA/Reading	2023	35%	59%	**64%**	*	*	40%	-	*	-	*	57%	-	71%	*	67%	*
All Grades Mathematics	2023	40%	53%	**42%**	*	*	36%	-	-	-	*	29%	-	33%	57%	36%	-

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	89%	**87%**	-	-	-	-	-	-	83%	-	67%	100%	*	87%	86%	100%
	2022	74%	91%	**89%**	-	-	-	-	-	-	*	*	-	-	-	88%	*	96%
At Meets Grade Level or Above	2023	49%	67%	**64%**	-	-	-	-	-	-	42%	-	50%	33%	*	63%	50%	94%
	2022	48%	72%	**65%**	-	-	-	-	-	-	*	*	-	-	-	63%	*	92%
At Masters Grade Level	2023	20%	32%	**32%**	-	-	-	-	-	-	8%	-	0%	17%	*	31%	21%	56%
	2022	23%	42%	**33%**	-	-	-	-	-	-	*	*	-	-	-	33%	*	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	93%	**94%**	-	-	-	-	-	-	100%	-	*	*	*	93%	100%	100%
	2022	75%	93%	**90%**	-	-	-	-	-	-	*	*	-	-	-	90%	*	100%
At Meets Grade Level or Above	2023	53%	73%	**75%**	-	-	-	-	-	-	40%	-	*	*	*	75%	50%	100%
	2022	53%	79%	**74%**	-	-	-	-	-	-	*	*	-	-	-	72%	*	100%
At Masters Grade Level	2023	20%	38%	**44%**	-	-	-	-	-	-	0%	-	*	*	*	43%	17%	86%
	2022	25%	49%	**46%**	-	-	-	-	-	-	*	*	-	-	-	46%	*	64%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	86%	**80%**	-	-	-	-	-	-	100%	-	*	*	*	78%	100%	100%
	2022	72%	86%	**81%**	-	-	-	-	-	-	*	*	-	-	-	80%	*	90%
At Meets Grade Level or Above	2023	45%	60%	**53%**	-	-	-	-	-	-	60%	-	*	*	*	50%	67%	100%
	2022	42%	63%	**52%**	-	-	-	-	-	-	*	*	-	-	-	50%	*	80%
At Masters Grade Level	2023	19%	25%	**22%**	-	-	-	-	-	-	20%	-	*	*	*	21%	33%	40%
	2022	20%	32%	**24%**	-	-	-	-	-	-	*	*	-	-	-	25%	*	20%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	88%	**83%**	-	-	-	-	-	-	*	-	*	-	-	86%	*	*
	2022	76%	96%	**98%**	-	-	-	-	-	-	-	-	-	-	-	98%	-	*
At Meets Grade Level or Above	2023	47%	66%	**57%**	-	-	-	-	-	-	*	-	*	-	-	58%	*	*
	2022	47%	72%	**65%**	-	-	-	-	-	-	-	-	-	-	-	64%	-	*
At Masters Grade Level	2023	18%	29%	**21%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
	2022	21%	37%	**20%**	-	-	-	-	-	-	-	-	-	-	-	19%	-	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	89%	**93%**	-	-	-	-	-	-	-	-	-	-	-	93%	-	-
	2022	75%	98%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	*
At Meets Grade Level or Above	2023	52%	66%	**66%**	-	-	-	-	-	-	-	-	-	-	-	66%	-	-
	2022	50%	81%	**71%**	-	-	-	-	-	-	-	-	-	-	-	71%	-	*

2022-23 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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	42%	**34%**	-	-	-	-	-	-	-	-	-	-	-	34%	-	-
	2022	30%	54%	**32%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	69%	**74%**	-	-	-	-	-	-	*	-	*	*	*	72%	83%	100%
All Grades ELA/Reading	2023	63%	70%	**79%**	-	-	-	-	-	-	*	-	*	*	*	77%	*	100%
All Grades Mathematics	2023	66%	68%	**68%**	-	-	-	-	-	-	*	-	*	*	*	66%	*	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	55%	**50%**	-	-	-	-	-	-	*	-	-	*	-	48%	*	-
All Grades ELA/Reading	2023	35%	59%	**64%**	-	-	-	-	-	-	*	-	-	*	-	60%	*	-
All Grades Mathematics	2023	40%	53%	**42%**	-	-	-	-	-	-	-	-	-	-	-	42%	-	-

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	94%	96%	95%	-	100%	-	100%	89%	-	97%	94%	97%	94%
Not Included in Accountability: Mobile	4%	3%	**4%**	6%	0%	5%	-	0%	-	0%	11%	-	3%	4%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	0%	4%	0%	-	0%	-	0%	0%	-	0%	1%	1%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	96%	**96%**	93%	96%	95%	-	100%	-	100%	92%	-	96%	95%	97%	93%
Not Included in Accountability: Mobile	4%	3%	**4%**	7%	0%	5%	-	0%	-	0%	8%	-	4%	3%	2%	0%
Not Included in Accountability: Other Exclusions	3%	0%	**1%**	0%	4%	0%	-	0%	-	0%	0%	-	0%	2%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	92%	95%	95%	-	100%	-	100%	90%	-	96%	94%	97%	92%
Not Included in Accountability: Mobile	5%	3%	**4%**	8%	0%	5%	-	0%	-	0%	10%	-	4%	4%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	5%	0%	-	0%	-	0%	0%	-	0%	2%	2%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	**95%**	*	100%	91%	-	100%	-	*	83%	-	96%	94%	100%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	0%	9%	-	0%	-	*	17%	-	4%	6%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	*	*	100%	-	*	-	*	*	-	100%	100%	100%	-
Included in Accountability	94%	96%	**97%**	*	*	95%	-	*	-	*	*	-	100%	91%	100%	-
Not Included in Accountability: Mobile	4%	4%	**3%**	*	*	5%	-	*	-	*	*	-	0%	9%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	*	0%	-	*	-	*	*	-	0%	0%	0%	-
Not Tested	1%	1%	**0%**	*	*	0%	-	*	-	*	*	-	0%	0%	0%	-
Absent	1%	0%	**0%**	*	*	0%	-	*	-	*	*	-	0%	0%	0%	-
Other	0%	1%	**0%**	*	*	0%	-	*	-	*	*	-	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	93%	98%	**100%**	-	-	100%	-	-	-	*	-	-	100%	-	*	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	78%	100%	98%	-	100%	-	95%	90%	-	100%	94%	98%	100%
Not Included in Accountability: Mobile	5%	4%	**4%**	22%	0%	2%	-	0%	-	5%	10%	-	0%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	79%	100%	97%	-	100%	-	89%	89%	-	100%	93%	98%	100%
Not Included in Accountability: Mobile	5%	4%	**4%**	21%	0%	3%	-	0%	-	11%	11%	-	0%	7%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	80%	100%	98%	-	100%	-	100%	87%	-	100%	95%	98%	100%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**3%**	20%	0%	2%	-	0%	-	0%	13%	-	0%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	97%	**96%**	67%	100%	100%	-	*	-	*	100%	-	100%	94%	96%	*
Not Included in Accountability: Mobile	4%	3%	**4%**	33%	0%	0%	-	*	-	*	0%	-	0%	6%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Social Studies																
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%	*
Accelerated Testers																
SAT/ACT Participant	89%	97%	**100%**	*	*	100%	-	-	-	-	-	-	100%	*	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	95.0%	**94.2%**	96.2%	94.3%	93.6%	*	97.5%	-	93.6%	93.5%	94.1%	*
2020-21	95.0%	97.7%	**97.1%**	96.4%	97.7%	97.1%	-	98.3%	-	95.1%	98.3%	96.0%	*
Chronic Absenteeism													
2021-22	25.7%	11.3%	**17.8%**	9.5%	15.2%	20.0%	*	6.7%	-	23.1%	24.1%	22.4%	*
2020-21	15.0%	5.0%	**7.8%**	11.8%	7.0%	7.8%	-	6.7%	-	7.1%	0.0%	12.8%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2020-21	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	-
2020-21	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Received TxCHSE	0.3%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
Continued HS	3.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
Dropped Out	6.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
Graduates and TxCHSE	90.0%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Class of 2021													
Graduated	90.0%	97.9%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
Received TxCHSE	0.3%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Continued HS	3.9%	2.1%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Dropped Out	5.8%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates and TxCHSE	90.3%	97.9%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Continued HS	1.0%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Dropped Out	6.3%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
Class of 2020													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Class of 2021	90.0%	97.9%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
Class of 2021	3.8%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Class of 2021	81.9%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
Class of 2021	85.7%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	3.8%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	97.9%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	80.4%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	97.9%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	84.1%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	9	100.0%	48	368,686
By Ethnicity:				
African American	2	22.2%	2	45,227
Hispanic	2	22.2%	9	191,125
White	5	55.6%	33	103,171
American Indian	0	0.0%	1	1,159
Asian	0	0.0%	2	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	0	0.0%	1	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	9	100.0%	47	302,917
Special Education Graduates	0	0.0%	2	32,447
Economically Disadvantaged Graduates	1	11.1%	8	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	1	40,398
At-Risk Graduates	2	22.2%	9	159,689
CTE Completers	6	66.7%	35	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	65.2%	100.0%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	95.8%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	52.7%	97.8%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	95.8%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	56.1%	95.7%	**100.0%**	*	-	100.0%	-	-	-	*	-	100.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	97.9%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	45.7%	95.7%	**94.7%**	*	-	92.3%	-	-	-	*	-	100.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	93.8%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	40.4%	91.3%	**94.7%**	*	-	92.3%	-	-	-	*	-	100.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	21.3%	2.2%	**5.3%**	*	-	7.7%	-	-	-	*	-	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	2.6%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	87.5%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
2020-21	25.9%	91.3%	**94.7%**	*	-	92.3%	-	-	-	*	-	100.0%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	4.4%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	6.3%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	24.2%	6.5%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	2.1%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	0.7%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.1%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	2.4%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.1%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
2020-21	4.4%	6.5%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	85.4%	**77.8%**	*	*	80.0%	-	-	-	-	-	*	-
	2020-21	25.9%	91.3%	**89.5%**	*	-	84.6%	-	-	-	*	-	90.9%	-
Mathematics	2021-22	18.7%	81.3%	**88.9%**	*	*	80.0%	-	-	-	-	-	*	-
	2020-21	19.4%	73.9%	**84.2%**	*	-	76.9%	-	-	-	*	-	81.8%	-
Both Subjects	2021-22	12.6%	72.9%	**66.7%**	*	*	60.0%	-	-	-	-	-	*	-
	2020-21	14.4%	69.6%	**78.9%**	*	-	69.2%	-	-	-	*	-	72.7%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
	2020-21	8.6%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
Mathematics	2021-22	14.0%	16.7%	**11.1%**	*	*	20.0%	-	-	-	-	-	*	-
	2020-21	10.3%	32.6%	**26.3%**	*	-	30.8%	-	-	-	*	-	27.3%	-
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	-	*	-
	2020-21	4.9%	0.0%	**0.0%**	*	-	0.0%	-	-	-	*	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	-	0.0%	-
	2021	21.1%	1.1%	**0.0%**	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
English Language Arts	2022	13.2%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	-	0.0%	-
	2021	12.1%	1.1%	**0.0%**	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
Mathematics	2022	6.9%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	-	0.0%	-
	2021	6.1%	0.0%	**0.0%**	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
Science	2022	9.6%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	-	0.0%	-
	2021	8.7%	0.0%	**0.0%**	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
Social Studies	2022	12.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	-	0.0%	-
	2021	11.6%	0.0%	**0.0%**	0.0%	*	0.0%	-	-	-	*	-	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	*	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	100.0%	**100.0%**	*	*	100.0%	-	-	-	-	-	*	-
	2020-21	70.8%	26.1%	**42.1%**	*	-	46.2%	-	-	-	*	-	36.4%	-
At/Above Criterion for All Examinees	2021-22	32.1%	64.0%	**55.6%**	*	*	80.0%	-	-	-	-	-	*	-
	2020-21	32.9%	58.3%	**62.5%**	*	-	66.7%	-	-	-	*	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1124	**1112**	*	*	1118	-	-	-	-	-	*	-
	2020-21	1002	1191	**1173**	910	-	1165	-	-	-	1480	-	1228	-
English Language Arts and Writing	2021-22	506	570	**576**	*	*	576	-	-	-	-	-	*	-
	2020-21	504	618	**606**	520	-	603	-	-	-	710	-	630	-
Mathematics	2021-22	496	554	**537**	*	*	542	-	-	-	-	-	*	-
	2020-21	498	573	**566**	390	-	562	-	-	-	770	-	598	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	23.8	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.0	20.0	**19.0**	-	-	19.0	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	24.5	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.6	19.7	**17.5**	-	-	17.5	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.6	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.9	19.0	**22.0**	-	-	22.0	-	-	-	-	-	-	-
Science	2021-22	19.8	23.6	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.3	22.0	**20.0**	-	-	20.0	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	80.7%	**72.5%**	80.0%	50.0%	79.4%	-	*	-	*	*	54.5%	-
	2020-21	42.5%	84.2%	**79.4%**	75.0%	100.0%	75.6%	-	*	-	*	*	72.4%	*
English Language Arts	2021-22	16.6%	32.4%	**41.2%**	60.0%	25.0%	47.1%	-	*	-	*	*	27.3%	-
	2020-21	16.3%	45.0%	**30.6%**	37.5%	40.0%	27.3%	-	*	-	*	*	28.6%	*
Mathematics	2021-22	19.9%	33.8%	**42.9%**	60.0%	37.5%	43.8%	-	*	-	*	*	30.0%	-
	2020-21	19.3%	38.0%	**31.1%**	25.0%	40.0%	30.2%	-	*	-	*	*	28.6%	*
Science	2021-22	21.1%	14.6%	**12.0%**	20.0%	25.0%	9.1%	-	*	-	*	*	0.0%	-
	2020-21	20.6%	11.6%	**14.8%**	12.5%	0.0%	14.0%	-	*	-	*	*	14.3%	*
Social Studies	2021-22	22.8%	44.0%	**51.0%**	80.0%	25.0%	55.9%	-	*	-	*	*	36.4%	-
	2020-21	22.8%	54.7%	**66.0%**	60.0%	60.0%	65.8%	-	*	-	*	*	63.6%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	78.3%	**78.9%**	*	-	84.6%	-	-	-	*	-	72.7%	-
	2019-20	46.1%	69.1%	**72.7%**	*	-	75.0%	-	*	-	*	-	*	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	228	100.0%	872	5,504,150	228	100.0%	872	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.4%	0	0.0%	0.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.7%	0	0.0%	0.0%	3.7%
Kindergarten	17	7.5%	6.4%	6.7%	17	7.5%	6.4%	6.7%
Grade 1	19	8.3%	8.0%	7.2%	19	8.3%	8.0%	7.2%
Grade 2	20	8.8%	8.9%	7.2%	20	8.8%	8.9%	7.2%
Grade 3	21	9.2%	9.3%	7.2%	21	9.2%	9.3%	7.1%
Grade 4	22	9.6%	10.1%	7.2%	22	9.6%	10.1%	7.1%
Grade 5	21	9.2%	7.5%	7.2%	21	9.2%	7.5%	7.2%
Grade 6	22	9.6%	8.1%	7.3%	22	9.6%	8.1%	7.2%
Grade 7	20	8.8%	8.0%	7.4%	20	8.8%	8.0%	7.4%
Grade 8	15	6.6%	8.7%	7.7%	15	6.6%	8.7%	7.7%
Grade 9	11	4.8%	6.8%	8.7%	11	4.8%	6.8%	8.7%
Grade 10	11	4.8%	6.3%	7.9%	11	4.8%	6.3%	7.9%
Grade 11	14	6.1%	6.5%	7.0%	14	6.1%	6.5%	7.0%
Grade 12	15	6.6%	5.3%	6.6%	15	6.6%	5.3%	6.6%
Ethnic Distribution:								
African American	20	8.8%	7.1%	12.8%	20	8.8%	7.1%	12.8%
Hispanic	45	19.7%	20.9%	53.0%	45	19.7%	20.9%	52.9%
White	132	57.9%	61.7%	25.6%	132	57.9%	61.7%	25.7%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	17	7.5%	4.2%	5.1%	17	7.5%	4.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	6.1%	5.6%	3.0%	14	6.1%	5.6%	3.0%
Sex:								
Female	121	53.1%	50.6%	48.8%	121	53.1%	50.6%	48.8%
Male	107	46.9%	49.4%	51.2%	107	46.9%	49.4%	51.2%
Economically Disadvantaged	97	42.5%	28.4%	62.1%	97	42.5%	28.4%	62.0%
Non-Educationally Disadvantaged	131	57.5%	71.6%	37.9%	131	57.5%	71.6%	38.0%
Section 504 Students	16	7.0%	10.6%	7.4%	16	7.0%	10.6%	7.4%
EB Students/EL	7	3.1%	3.3%	23.1%	7	3.1%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	10	4.4%	8.8%	5.5%	10	4.4%	8.8%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	1	0.4%	0.7%	1.3%	1	0.4%	0.7%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	2	0.9%	0.2%	0.3%	2	0.9%	0.2%	0.3%
Title I	228	100.0%	26.7%	64.6%	228	100.0%	26.7%	64.6%
Military Connected	25	11.0%	13.0%	3.6%	25	11.0%	13.0%	3.6%
At-Risk	84	36.8%	31.1%	53.3%	84	36.8%	31.1%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	7	3.1%	3.0%	23.2%	7	3.1%	3.0%	23.2%
Career and Technical Education	67	29.4%	37.4%	26.5%	67	29.4%	37.4%	26.5%
Career and Technical Education (9-12 grades only)	47	92.2%	93.1%	72.3%	47	92.2%	93.1%	72.2%
Gifted and Talented Education	22	9.6%	10.4%	8.2%	22	9.6%	10.4%	8.2%
Special Education	29	12.7%	12.3%	12.6%	29	12.7%	12.3%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	10	34.5%	34.6%	44.1%				
Students with Physical Disabilities	12	41.4%	27.1%	20.0%				
Students with Autism	*	*	22.4%	15.5%				
Students with Behavioral Disabilities	*	*	15.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	46	19.3%	12.9%	16.8%				
By Ethnicity: African American	6	2.5%	1.3%	3.3%				
Hispanic	10	4.2%	2.9%	8.7%				
White	27	11.3%	7.9%	3.4%				
American Indian	1	0.4%	0.1%	0.1%				
Asian	1	0.4%	0.3%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.3%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	17.2%	12.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	4.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	20	20.4%	14.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	62	27.0%	19.4%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	0.0%	0.0%	2.5%	0.0%	9.1%	3.6%
Grade 2	0.0%	0.0%	1.6%	0.0%	18.2%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	5.9%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	2.0%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.0	18.7	18.7
Grade 1	19.0	18.0	19.1
Grade 2	20.0	19.5	19.1
Grade 3	22.0	20.5	19.3
Grade 4	22.0	22.2	19.4
Grade 5	21.0	22.1	20.8
Grade 6	22.0	23.6	19.2
Secondary:			
English/Language Arts	13.2	18.8	16.2
Foreign Languages	12.0	3.9	18.8
Mathematics	10.5	15.7	17.5
Science	14.2	19.8	18.5
Social Studies	13.0	17.3	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	21.7	100.0%	100.0%	100.0%
Professional Staff:	18.9	87.1%	82.1%	64.1%
Teachers	16.2	74.7%	58.8%	48.7%
Professional Support	1.3	6.0%	12.4%	10.9%
Campus Administration (School Leadership)	1.4	6.4%	4.2%	3.3%
Educational Aides:	2.8	12.9%	8.3%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	2.0	13,815.0
Part-time Counselors	1.0	n/a	0.0	1,240.0
Total Minority Staff:	6.5	29.9%	17.1%	53.2%
Teachers by Ethnicity:				
African American	2.0	12.4%	4.9%	11.8%
Hispanic	2.0	12.4%	6.5%	29.6%
White	11.1	68.6%	83.0%	54.9%
American Indian	1.0	6.2%	3.3%	0.3%
Asian	0.0	0.0%	1.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.6%	0.7%	1.2%
Teachers by Sex:				
Males	3.0	18.5%	14.7%	24.4%
Females	13.2	81.5%	85.3%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	8.0	49.4%	52.3%	72.2%
Masters	8.2	50.6%	47.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.2%	6.7%	9.7%
1-5 Years Experience	5.0	30.9%	40.7%	26.3%
6-10 Years Experience	2.0	12.4%	17.9%	20.5%
11-20 Years Experience	7.0	43.1%	28.9%	27.2%
21-30 Years Experience	1.2	7.5%	5.7%	13.3%
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.1	n/a	14.2	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.7	6.1
Average Years Experience of Principals with District	2.0	3.7	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.2
Average Years Experience of Assistant Principals with District	0.0	0.0	4.4
Average Years Experience of Teachers:	10.9	8.5	11.0
Average Years Experience of Teachers with District:	2.3	2.7	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$44,373	$53,300
1-5 Years Experience	$45,200	$45,544	$56,516
6-10 Years Experience	$52,480	$52,025	$59,732
11-20 Years Experience	$54,173	$54,021	$63,389
21-30 Years Experience	$61,736	$57,955	$67,876
Over 30 Years Experience	-	-	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$51,194	$49,786	$60,717
Professional Support	$57,094	$57,256	$72,022
Campus Administration (School Leadership)	$75,691	$73,696	$85,167
Instructional Staff Percent:	n/a	79.0%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

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Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.4	2.4%	4.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	15.8	97.6%	91.9%	70.6%
Special Education	0.0	0.0%	3.3%	9.7%
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 2021-22 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 (2021-2022 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/.

2021 - 2022 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$0	0.00%	$0	$0	0.00%	$0	$26,795,122,749	39.67%	$4,960
State Operating Funds	$7,999,998	99.95%	$9,379	$8,169,586	90.13%	$9,577	$24,396,897,632	36.12%	$4,516
Federal Funds	$0	0.00%	$0	$717,686	7.92%	$841	$14,103,811,039	20.88%	$2,611
Other Local	$3,635	0.05%	$4	$176,751	1.95%	$207	$2,250,851,644	3.33%	$417
Total Operating Revenue	$8,003,633	100.00%	$9,383	$9,064,023	100.00%	$10,626	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$0	0.00%	$0	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$952,245,471	9.33%	$176
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$8,003,633	100.00%	$9,383	$9,064,023	100.00%	$10,626	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$8,003,633	100.00%	$9,383	$9,064,023	100.00%	$10,626	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$0	0.00%	$0	$0	0.00%	$0	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$0	0.00%	$0	$0	0.00%	$0	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$8,003,633	100.00%	$9,383	$9,064,023	100.00%	$10,626	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$6,318,503	82.13%	$7,407	$6,849,372	78.48%	$8,030	$50,301,683,879	77.97%	$9,312
Professional & Contracted Services (Object 62xx)	$455,403	5.92%	$534	$543,561	6.23%	$637	$6,402,537,996	9.92%	$1,185

2021 - 2022 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$860,064	11.18%	$1,008	$1,194,049	13.68%	$1,400	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$59,360	0.77%	$70	$140,743	1.61%	$165	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$0	0.00%	$0	$0	0.00%	$0	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$0	0.00%	$0	$0	0.00%	$0	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$4,987,628	64.83%	$5,847	$5,483,892	62.83%	$6,429	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$7,432	0.10%	$9	$7,432	0.09%	$9	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$403,065	5.24%	$473	$597,494	6.85%	$700	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$111,305	1.45%	$130	$111,305	1.28%	$130	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$534,790	6.95%	$627	$541,636	6.21%	$635	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$214,290	2.79%	$251	$337,777	3.87%	$396	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$230,790,970	0.36%	$43
Health Services (Function 33)	$90,771	1.18%	$106	$149,767	1.72%	$176	$753,509,900	1.17%	$139
Transportation (Function 34)	$45,943	0.60%	$54	$45,943	0.53%	$54	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$32,487	0.42%	$38	$47,484	0.54%	$56	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$26,957	0.35%	$32	$142,849	1.64%	$167	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$492,553	6.40%	$577	$496,352	5.69%	$582	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$639,869	8.32%	$750	$639,869	7.33%	$750	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$8,927	0.12%	$10	$8,927	0.10%	$10	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$90,934	1.18%	$107	$90,934	1.04%	$107	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$6,379	0.08%	$7	$26,064	0.30%	$31	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4
Total Operating Expenditures by Function	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$64,517,811,062	100.00%	$11,943

2021 - 2022 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$0	0.00%	$0	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$0	0.00%	$0	$0	0.00%	$0	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$4,850,507	63.05%	$5,686	$4,910,916	56.27%	$5,757	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$28,741	0.37%	$34	$28,741	0.33%	$34	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$404,305	5.26%	$474	$404,305	4.63%	$474	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$515,871	6.71%	$605	$677,650	7.76%	$794	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$322,102	4.19%	$378	$443,667	5.08%	$520	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$16,590	0.22%	$19	$16,590	0.19%	$19	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$26,590	0.35%	$31	$74,909	0.86%	$88	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$150,921	1.96%	$177	$150,921	1.73%	$177	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$35,456	0.46%	$42	$35,456	0.41%	$42	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$0	0.00%	$0	$0	0.00%	$0	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$1,342,247	17.45%	$1,574	$1,984,570	22.74%	$2,327	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$0	0.00%	$0	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Program Intent Code (PIC)	$0	0.00%	$0	$0	0.00%	$0	$20,336,354,854	100.00%	$3,765

2021 - 2022 Actual Financial Data
Totals for UT TYLER UNIVERSITY ACADEMY (212804)
Total Enrolled Membership: 853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$84,854,165,916	100.00%	$15,708
Disbursements **Total Disbursements**									
Operating Expenditures	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$0	0.00%	$0	$0	0.00%	$0	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,445,000,110	11.64%	$1,934
Total Disbursements	$7,693,330	100.00%	$9,019	$8,727,725	100.00%	$10,232	$89,711,751,589	100.00%	$16,607
Net Assets** **Net Assets**									
Unrestricted Net Assets	$0		$0	$2,200,066		$2,579	$732,412,978		$1,942
Temporary Restricted Net Assets	$0		$0	$190,729		$224	$1,487,278,391		$3,943
Total Net Asset Balance**	$0		$0	$2,517,723		$2,952	$2,219,917,200		$5,886
Net Assets Reconciliation									
2020-2021 Total Net Assets (Previous Year)	$0		$0	$2,210,483		$2,673			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$336,309		$394	$229,889,190		$610
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$-5,944,731		$-16
2021-2022 Uncommon Items	$0		$0	$-29,069		$-34			
2021-2022 Total Net Assets	$0		$0	$2,517,723		$2,952			

SECTION 3
Accreditation Status

Each district's Annual Report must include the 2022-2023 accreditation status according to TEC §39.051.

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

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: 212804

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
212804	UT TYLER UNIVERSITY ACADEMY (formerly: UT TYLER INNOVATION ACADEMY)	7	Pass	A	ACCREDITED		

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

Previous 1 Next

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.

2022-2023 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 21st 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. (See page 6 for a listing of members). Meetings were held on April 28, 2022, May 19, 2022, and June 20, 2022. Periodic reviews and revisions will be done through formative and summative evaluations scheduled for November 7, 2022, March 27, 2023, and June 19, 2023.
- 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. See pages 39-40 for a detailed review of the processes utilized.

- 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.

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.

Total amount of SCE funds allocated for allowable supplemental resources and staff: $437,127.00

Total FTEs funded through SCE at this District: 2.5

Actual dollar amounts budgeted for SCE activities or strategies, showing a full budget for at least 52% of the SCE allotment (direct program costs): $240,419.85

Cumulative summary of the program and entire budget: SCE funds are utilized to serve students who meet at least one of the 15 at-risk criteria to close the academic achievement gap. Funds will be utilized to support the cost of programs that build skills related to managing emotions, establishing, and maintaining positive relations, and making responsible decisions through the use of a licensed counselor who will work directly with students as well as the implementation of Leader in Me through Core 2 Training and Lighthouse 2 training for staff. The SCE funds will also be utilized to pay costs for services provided by an instructional coach employed to raise success in the state assessment at a campus in which educationally disadvantaged students are enrolled.

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.

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Students At-Risk	26%	29%	32%	43%	39%	56%	47%	43%	48%	33%	37%	68%
Students Not At-Risk	69%	66%	81%	80%	81%	91%	72%	82%	84%	75%	81%	87%

	Drop Out Data		Completion Data	
	2018-2019	2019-2020	2018-2019	2019-2020
Students At-Risk	0%	0%	100% (14)	100% (13)
Students Not At-Risk	0%	0%	100% (28)	100% (42)

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.

UT Tyler University Academy

2022-2023

Annual Evaluation of State Compensatory Education

Annual Public Hearing Held (Date, Time, Location): June 26, 2023 at 3:00 p.m. via Zoom

Strategy Funded by SCE	FTEs	Amount Expended for Strategy	Students Served by Strategy	Outcome of Strategy	Next Steps

Instructional Coaches	2.25	$208.803.25	All students	Outcomes of individual students and teachers served is progress for all students in each subject. Additional outcomes is the adherence to the fidelity of the model outlined in the charter. Instructional Coaches support teachers to teach TEKS, follow the model in the charter, track student progress, and develop plans for students.	For the 23-24 school year, the plan is to continue with this strategy.
Licensed Counselor	0.25	$13,837.61	108 total number of students served through individual services in the district. SEL lessons were also included for grades K-9th depending on requests and availability. The number of students served is higher when you include K-9 grades of direct services through SEL.	Outcomes of individual services include; decrease in a variety of symptoms such as aggression, anxiety, depression, and or other stressors. Parental support was provided and better school and home life experience was reported from a variety of students and parents. For SEL, teachers reported an improvement in classroom climate after certain social emotional learning lessons, such as; bullying, confidence building, empathy, self-harm,	For the 23-24 school year, the plan is to continue with individual counseling sessions with students depending on need, referrals, availability, and caregiver consent. Social emotional learning lessons will be conducted based on request by the teacher or campus director. General SEL for Kindergarten will be incorporated at the beginning of the

				resources, and general mental health.	school year for all campuses.
Leader in Me		$10,111.51	All students	Outcomes are: Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader. Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative	For the 23-24 school year, the strategy is to continue with the Leader in Me curriculum, training teachers and district staff in Core 3 (third year implementation) and continue to build capacity and campus/district initiative through District and Campus Lighthouse teams.

				solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.	

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. As the campus directors identify needs, they contact the federal programs director to secure funds to meet those needs from the Title I Homeless Reservation or from the ARP Homeless II grant. Additionally, due to the small number of students identified as homeless in our district and the limited support needed in previous years, the minimum $100 allocation for the homeless reservation is made from the Title 1 budget.

FEDERAL AND STATE PROGRAMS BUDGET ALLOCATION

The district coordinates with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.

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 increases 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.

Title I **$109,564** ***Strategies Reflected in Palestine CIP***	**Title II** **$23,715**	**Title III** **$2,019**	**Title IV** **$10,000**	**IDEA B** **$122,954**
Payroll ● $63,649- Two School Aides Professional and Contracted Services ● $20,915- YMCA and Curriculum Programs Supplies and Materials ● $25,000- School Supplies for Students	Professional and Contracted Services ● $23,715 PLTW Fees for Professional Development	Shared Services Agreement ● $2,019 to Region VII	Supplies and Material ● $10,000 PLTW Consumables	Payroll ● $122,954- Diagnostician Position, Special Education Coordinator, and one and a half Speech Positions

ARP Homeless II **$5,262**	**Special Education Allotment** **$201,536**	**Dyslexia Allotment** **$38,808**	**State Compensatory Allotment** **$240,420**	**Bilingual Allotment** **$6,308**
Supplies and Materials ● $5,262 Supplies For Homeless Students	Salaries ● Special Education	Salaries ● $38,808 Personnel who	Salaries ● $221,023 Instructional	Salaries ● $6,308 ESL Coordinator

	Support Staff Contracted Services ● $75,000 Contracted Personnel and Programs Supplies ● $39,000 Supplies for Special Education Students	Serve Dyslexia Students	Coaches & Licensed Counselor Contracted Services ● $10,157 Leader in Me Supplies ● $9,240 Reading Academies	

Career and Technology Allotment $345,993	**Early Education Allotment $68,735**	**Gifted and Talented Allotment $17,137**	**CCMR Outcomes Bonus $35,200**	**School Safety Allotment $7,793**
Supplies ● $103,570 PLTW Supplies and Professional Development Salaries ● $242,423 CTC Teachers and Academic Counselor	Supplies ● $53,735 K-2 Classroom Supplies Other Expenses ● $15,000 Reading Academies	Contracted Services ● $17,137 Academic Coaching	Contracted Services ● $35,200 Contracted Services	Salaries ● $7,793 Campus Officers

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 and schools identified for school improvement under Section 1111 (if applicable).

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. Gina Doepker
Dr. Dominick Fazarro	Dr. Joanna Neel
Mr. Eric Semlear	Mr. Jeffry Kennemer
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Dalton Abrams, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Shweta Patel, Palestine Parent
Lisa Bronsema, Longview Parent	Jan Parish, Tyler Parent
Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	Michael Odell, University Professor/Community Member
Aimee Dennis, Director of Special Programs and Leadership	Amanda Kaiser, Administrative Assistant III
Sammi Broussard, Special Education Coordinator	Jad Asbey, Palestine Student
Cori Mackey, District Nurse	Christian Chesnut, Finance Manager

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.

- Performance Objective A: Embedded Staff Development will support 100% 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.

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

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.

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.

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 complete clinicals at 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 8 years of employment, as measured by awarded degrees.
- Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

When looking at our teacher-student ratio, our K-6 ratios are slightly higher than the state average, but in our STAAR tested grades we continuously outperform the state who has a lower teacher-to-student ratio. When looking at the teacher/student ratio in grades 7-12 we have a slightly lower average than the state, yet we continue to outperform the state on STAAR assessments. Our student-teacher ratio is not a significant determining factor in our assessment scores.

It is interesting to note that when looking at the at-risk student population, our 3rd-grade students across the district have the highest number of at-risk students in regard to the total number of students in that grade level. This is the group that was in 1st grade in 2020. How can we be strategic in addressing these numbers? Also, we have over half of our students in first grade in Palestine at risk, which is alarming and a high area of concern.

When looking at our student population, we have a majority of students who are white, so we should consider plans for recruitment in order to diversify our population.

Our enrollment has stayed steady over the last three years, but there is a need to increase the retention of our high school students because that is where we tend to see a drop in enrollment.

Demographics Strengths

1. 11 of the 2nd-grade students are considered at risk (currently enrolled 76)
2. A good representation of female and male students, almost half and half.
3. Enrollment numbers have stayed consistent over the past three years.

Problem Statements Identifying Demographic Needs:

1. There is a need to increase the diversity of our student population.
2. There is a need to increase the retention of our high school student population.
3. There is a need to decrease the number of students at risk in third grade.

Student Academic Achievement

Student Academic Achievement Summary

Based on the data, our math content area is a focus for improvement. The sub-populations of Hispanic and African American students are also a focus within the math content area. There is not a significant difference in attendance based on sub-population with most averaging attendance in the low 90s. The district does not have any dropouts reported. The majority of students who are coded as at-risk are due to not achieving meets standards on the STAAR assessment. To support the academic achievement of students in math, the district is Implementing IXL/ST Math and providing professional learning to 3-8 math teachers throughout the school year with two pull-out days as well as the first-semester bi-weekly professional development sessions via zoom for an hour. In ELAR, the district is implementing summer reading at each campus with the implementation of Lexia throughout the school year. An area for focus is 5th-grade Science due to personnel not being in place to support the Science content instruction. In 8th-grade Social Studies, there has been a continued need to require extra support in classroom material and curriculum resources. This data showcases that our work towards supporting all sub pops during intervention using online software programs that meet each student's functional level coupled with face-to-face small group instruction builds a solid foundation for each content area. The implementation of an RTI process, HB4545 tutorials, student-led tutorials, and parent meetings with Emergent Bilingual families have also supported the student achievement in the district. STAAR data for the 2021-2022 school year will be released within the next two weeks, and adjustments to the focus of Student Academic Achievement may be made based on this data.

Student Academic Achievement Strengths

1. RTI process is in place to monitor individual student progress.
2. The district is graduating all of the seniors with no drop-outs reported.
3. Implementation of NWEA MAPS for more cohesive longitudinal data points for a student's overall success at UTTUA.
4. One-to-one takes away some of the barriers for the economically disadvantaged student.
5. Implementation of a district-wide summer reading program to decrease the effect of the summer slide.
6. Implementation of grade level, vertical content, and horizontal content level PLCs to support academic achievement.
7. UTTUA instructional model meets the needs of all students through PBL, PrBL, BL, and dual credit.
8. UTTUA has multiple online platforms that provide instruction to students at their functional level.
9. The Learning Management System provides clear communication to students and parents on the student's academic progress.

Problem Statements Identifying Student Academic Achievement Needs:

1. There is a need to increase the student achievement within our ECD population in Math. We also need to be mindful that our Hispanic and African American students will need more support from teachers in tutorials and/or interventions.
2. There is a need to purchase supplemental 8th-grade Social Studies material.
3. There is a need to recruit and hire certified content teachers. In addition, this would include assisting applicants when applying in the portal.

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 8 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 participates in various training including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, security/safety/emotional trauma training, and content-specific TEKS training, as well as content-specific resources and technology support training.

Teacher retention rates have averaged around 78% over the past two years; 72% in 2019-2020 and 83.5% in 2020-2021.

Student-to-teacher ratios over the past two years have been 14.5:1 in 2019-2020 and 15.4:1 in 2020-2021.

Staff Quality, Recruitment, and Retention Strengths

- Embedded PLCs for the 22-23 school year with an emphasis on job-embedded professional learning.
- PLC training for PLC leads in 22-23
- Continued instructional coaching model, Benefit packages
- Promotion plan
- Continued education through the EdD program
- Campus culture play a large part in our recruitment and retention efforts

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs:

- There is a need 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).
- There is a need to recruit 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 the number of sections and being K-12.
- There is a need to move from a PD model isolated in specific “PD Days” to a Professional Learning Model where job-embedded learning is teacher-centered, continuous, and content/instructional model-focused.

Technology

Technology Summary

Technology provides student and staff devices, online accounts, online and in-person support, maintains a working Wi-Fi network and monitors filters. These services provide increased engagement and availability of technology resources in the classroom. Support in implementation is needed to ensure the availability and useability of technology in the classroom. A need that has been identified in the district is continuing to increase the bandwidth and possible mobile testing Chromebook carts for 8-12 secure testing. The district vision for instructional technology is to continue to develop online tools and guides to improve classroom technology engagement, improve engagement with provided technology resources, such as virtual desktops, useful Chromebook apps and extensions, and online platforms, and further increase available network bandwidth across the district, and continue to monitor device solutions for both teachers and students. Overall, HS and MS, and upper elementary staff and students utilize technology in all aspects of learning. At the beginning of the year, 3rd-grade students need additional support for students to learn Schoology. The district plans to provide training in the fall for teachers in elementary over Schoology, so that they may start using the platform more in K-2 to help this transition. The district provided SMARTBoard training sessions early in the roll-out and continues to meet with teachers as needed to provide updates and strategies as well as release a bi-monthly technology professional development newsletter.

Technology Strengths

1. Continued growth on successful technology deployment and implementation in the classroom.
2. Utilization of district L & S Classroom, Clever Matrix, virtual desktop, Google Admin usage reports.
3. Improved

Problem Statements Identifying Technology Needs:

1. There is a need as more resources are moving to and growing in online presence there is an increased need for additional network capacity.
2. There is a need as new teachers are added, there is an increased need for training in online programs.

Family and Community Involvement/Engagement

Family and Community Involvement/Engagement Summary

Family and community members are able to engage with the school through STEM nights, PBLs, field trips, participation in ARD meetings and 504 meetings, Board Meetings, Design Team, written communication in the preferred language, translators in ARD Meetings, free/reduced meals, special education, and 504 services. Communication with families occurs through conferences, emails, and online assignment/grade portals. Parents also have access to Schoology family accounts for class activities and grades, notification settings, and weekly emails with grades. Students served in special education receive progress reports toward annual goals concurrent with report cards. Students served through Dyslexia also receive progress reports in dyslexia protocol instruction concurrent with report cards. The Palestine Campus is the only fully funded Title 1, and Tyler is close to becoming a Schoolwide Title 1 Campus.

We keep documentation of all the required meetings and we have hosted 2 major meetings and monthly Campus parent meetings.
The University Academy School-Parent Compact is an agreement between the school, parents, and students that firmly unites us. The School-Parent Compact was developed jointly and reviewed annually with school staff, students, and parents to improve student academic achievement. As a school community, University Academy will focus its School-Parent Compact on the academic standards to support all students and help them reach mastery or beyond in reading, writing, and mathematics. Below are ways each team member will be accountable in a partnership for helping to achieve the state's high standards.

The Curriculum Department handles MTSS (RtI) monitoring of student progress in the classroom setting. Campus Directors chair 504 committees that monitor student progress in students receiving services under 504. The Special Education department evaluates students for eligibility and maintains data for students with disabilities under IDEA. The Health Department ensures students are healthy and well enough to attend classes and that any limitations related to the State mandated health screenings are identified and proper intervention is secured.

Family and Community Involvement/Engagement Strengths

1. Strong attendance from parents in IEP/ARD/504 meetings.

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. There is a need for improvement in communication in general with parents of students that are ESL in addition to those that are Spanish speaking.
2. There is a need to increase community engagement with PBLs.

School Context and Organization

School Context and Organization Summary

We are a safe orderly school that allows multiple opportunities for all stakeholders to be involved. When creating schedules, one is built for the overall needs of our students, because our size does not allow for multiple schedules. The curriculum team assists in the creation of the schedule by deciding on an adequate time for each content course. The district seeks teacher input whenever possible and applicable through surveys and PLC meetings. The district implements assessments to identify students' academic progress. Teacher input is elicited for end-of-unit exams and CDAs. The district looks for ways for stakeholders to provide input through parent/student/teacher surveys, the ability to attend board meetings via Zoom, the opportunity to comment to the board at board meetings through a sign-up, service on campus, and district committees such as the Design Team and District Improvement Committee, and informational Zoom meetings scheduled periodically throughout the year on a variety of topics. The curriculum team and instructional technology team provide resources to assist students with academic performance. When disciplinary action is needed, the campuses utilize classroom infraction sheets for minor class issues, and classroom interventions and the campuses follow the Student Code of Conduct when evaluating the disciplinary infractions. The district supports efforts to ensure that there is not an overuse of discipline practices that remove students from the classroom by reviewing discipline data by subgroups throughout the year, implementing the Leader in Me program to build leadership capacity of students which in turn increases student ownership, and utilize restorative practices on each of the campuses. The school buildings are at max capacity, and as the organization continues to grow, there will need to be additional space for classroom instruction within the building.

School Context and Organization Strengths

1. Campus safety / we work diligently to create a schedule that maximizes our resources

Problem Statements Identifying School Context and Organization Needs:

1. While we each work in our own department it is important to see how we all connect to achieve student success.
2. There is a need for more space for classroom instruction in campus buildings.
3. There is a need to improve the safety and security of all students and staff.

School Culture and Climate

School Culture and Climate Summary

The curriculum department uses programs that support students at their functional level by using personalized learning. As a team, we select a high-quality curriculum and track student data and progress through student progress measuring sheets. Training is offered through PD and PLCs throughout the school year. Targeted data plans are created for early intervention for at-risk students by transfer of the student progress measuring sheets. After benchmarks are taken there are specific plans each teacher puts in place to address weaknesses in standards and often support staff is brought in to help with small group instruction. Overall, the students feel that the staff cares about them and supports them with their academic learning. The overall perception from student and teacher surveys is positive. It is evident from the student surveys that students generally have a good rapport with their teachers on campus. Based on the survey results, a majority of the students are not offered or do not participate in enrichment activities. Students also do not feel that they have been given an opportunity to learn about course offerings for the next grade level. From the survey results, staff feels a need for resources for crisis or emergency response situations. District expectations in regards to academics are that students will be provided a high-quality education taught through PBL, PrBL, BL, and Dual Credit. Students' individual learning needs will be addressed through differentiated learning and a variety of learning opportunities. It is expected that high expectations are held for students on campus to promote a safe and supportive learning environment. In the event that a student is not following expectations, consequences aligned to the behavior will be implemented and instruction with the student on expected behaviors will be implemented.

School Culture and Climate Strengths

1. Overall perception from student/teacher surveys is positive.
2. Each campus has ways to support campus cultures through recognitions, celebrations, etc.
3. A limited number of discipline referrals on each of the campuses.
4. Students have a good rapport with their teachers.
5. Students feel that they are supported academically on each of the campuses.

Problem Statements Identifying School Culture and Climate Needs:

1. There is a need to increase opportunities for students to engage in enrichment activities.
2. There is a need to increase communication of course offerings to students, emergency/crisis resources, and feedback to teachers about consequences given to students in the referral process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and 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) models 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, and 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 2021-2022 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 ongoing 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 and Assessment Needs:

1. There is a need to identify resources that need to be required for each grade level/subject as opposed to suggested in the past.
2. There is a need to create more consistency in the rigor cross-content from campus to campus and classroom to classroom.
3. There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.

Priority Problem Statements

1. There is a need to increase the retention of our high school student population.
    a. Root Cause
        i. Students' interests do not align with the school model.
        ii. Need additional space to support additional sections of lower grades.
    b. Problem Statement Area- Demographics
2. There is a need to decrease the number of students at risk in third grade.
    a. Root Cause
        i. Lack of intentional focus on K-2 support
        ii. Lack of testing administrations/data goals from year to year
    b. Problem Statement Area- Demographics
3. There is a need to identify resources that need to be required for each grade level/subject as opposed to suggested in the past.
    a. Root Cause
        i. Too many resources and not enough support for teacher implementation.
        ii. Lack of accountability of implementation of required resources/model.
        iii. Lack of consistency from year to year in resources
    b. Problem Statement Area- Curriculum, Instruction, and Assessment
4. There is a need to create more consistency in the rigor of cross-content from campus to campus and classroom to classroom.
    a. Root Cause
        i. Lack of horizontal alignment
        ii. Lack of consistency in individual student admissions in Dual Credit
        iii. Academic culture around Dual Credit
    b. Problem Statement Area- Curriculum, Instruction, and Assessment
5. There is a need to improve the safety and security of all students and staff.
    a. Root Cause
        i. Safety enhancements are challenged due to facility configurations.
    b. Problem Statement Area- School Context and Organization
6. There is a need for more space for classroom instruction in campus buildings.
    a. Root Causes
        i. There is not a current budget to support the needed brick-and-mortar facilities to replace initial temporal structures.
        ii. Increased enrollment on each campus.
    b. Problem Statement Area- School Context and Organization

7. There is a need to move from a PD model isolated in specific “PD Days” to a Professional Learning Model where job-embedded learning is teacher-centered, continuous, and content/instructional model focused.
    a. Root Cause
        i. Lack of PLC training and accountability
        ii. Lack of time for PLCs
    b. Problem Statement Area- Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Demographics ● PEIMS Data 2021-2022 ● Human Resource Reports 2021-2022	**School Context and Organization** ● Discipline Referrals 2021-2022 ● Master Schedule 2021-2022 ● Assessments 2021-2022 ● PLC Meeting Minutes 2021-2022 ● Curriculum and Technology Resources 2021-2022 ● Surveys 2021-2022
Student Academic Achievement ● TAPR Report 2020-2021 ● NWEA Maps Data 2021-2022 ● Lexia and IXL data 2021-2022 ● Benchmarks 2021-2022 ● PEIMS Report 2021-2022 ● Tutorial Logs ● RTI Process ● Parent Meeting Logs	**School Culture and Climate** ● Parent Surveys- 2021-2022 MOY ● Teacher Surveys- 2021-2022 MOY ● Student Surveys- 2021-2022 MOY ● Teacher Feedback Meetings ● Discipline Reports ● Curriculum Resources 2021-2022 ● Director Feedback
Staff Quality, Recruitment and Retention ● TAPR 2020-2021 ● Master Schedule 2021-2022 ● Job Duties 2021-2022	**Curriculum, Instruction & Assessment** ● STAAR Data 2020-2021 ● CDAs 2021-2022 ● Math Unit Assessments 2021-2022

• PLC Schedule 2021-2022 • Heat Maps Data 2021-2022 • Professional Development Agendas • RTI Meeting Minutes • Assessment Data • Salary Schedule	• 2021-2022 Curriculum Resources • PLC Meeting Notes • BOY/MOY/EOY MAPS Reading and Math • mClass • Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment • Benchmarks 2021-2022 • Pre and Post STEMScopes- Teacher Incentive Allotment • Semester Exams 2021-2022
Technology • Wi-Fi Network Filters • Monitor Filters • Technology Usage Reports • Professional Development Agenda Minutes	**Family and Community Engagement** • Campus Event Agendas • Translation Policy • Feedback Meetings • Surveys 2021-2022 • Parent Involvement Policy • School/Parent Compacts • Student Progress Monitoring Spreadsheets 2021-2022

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 100% 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.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Offer extended programs 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**
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	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 Students	Career Counselors	August-June	State Funds; CCMR Allotment	Enrollment	Participation data	**IP**	**IP**	**MP**
Explore opportunities to support students who are not eligible to take dual credit to ensure they are University Ready upon graduation.	Secondary Students	Superintendent, Director of CIA, Directors, Director of Special Programs and Leadership, Academic Counselor	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates	**IP**	**IP**	**MP**
Aligned curriculum documents	Teacher/Coaches/Director	Coaches/ Director of CIA	Math YAGs: '22 School year Curriculum site is ongoing	Curriculum development Curriculum budget	Coaching conversations and observational data.	STAAR results/Observation data	**MP**	**MP**	**MP**

NWEA Maps Assessment	Teachers/Coaches/Directors/ Director of CIA	Teachers/ Coaches	BOY/MOY/EOY assessment windows	Assessment portal Curriculum budget	Curriculum District Data sheet	Progress percentages from BOY to EOY	**IP**	**IP**	**MP**
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/ PLTW Launch trainer	PLCs/Oct. PD	Curriculum budget PLTW Launch Master Teacher training Title II	Observational data	Summative Teacher evaluations PLTW Launch recognition	**IP**	**IP**	**IP**

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 the year safety end report.

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**
Purchase of a four-room portable for Tyler to support the growing population.	All Students	Superintendent, University	August 2022	University Funds; Local Funds	Installation of the portable facility.	Academic space to support the growth of the campus.	**MP**	**MP**	**MP**
Division of current campus space to support the services provided by support personnel and the utilization of University rooms for academic instruction.	All Students	Superintendent, Directors	August 2022	Local Funds	Spaces created on campus for support personnel to provide services to students and academic space available for courses.	The campus provides additional space for academic and support services.	**IP**	IP	MP
Coordination with the University on expansion options for the district.	All Students	Superintendent	August through July	University Funds; Local Funds	Tracking expansion project progress	Additional facilities to support the growing student population.	**IP**	IP	IP

Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.	**IP**	IP	MP
Identify fund/grant opportunities to support safety enhancements	All students	Superintendent, Director of Special Programs and Leadership; UT Tyler Office of Research and Scholarship	August through May	Grant Applications; District Data; Local Funds	Increase of funds allocated to support safety improvements.	Increase resources utilized to support safety on each campus.	**IP**	IP	MP
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff	August through May	Professional Development; Leader In Me; Local Funds; Off-campus resources that support students' interests; Award/Recognition Opportunities	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	**IP**	IP	MP
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**	MP	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.	**IP**	IP	MP

Review Emergency Response Plans: • Fire Drill • Reverse Evacuation • Severe Weather • Lockdown	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
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	NP	NP	NP
Providing social and emotional support to students through various district resources and increasing parent awareness of trauma-informed care and social and emotional support services	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds, ESSER Funds, Sped Funds, SCE	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

District Goal #3: At UT Tyler University Academy, partnerships between the school, home, and community will be promoted to ensure a quality educational experience. Parent and Community Involvement District Policy

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 Funds	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	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	IP	MP
Invite parents and field experts 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	NP	IP	MP

						presented to Board			
Assist parents completing FAFSA for senior students.	12th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	**IP**	**IP**	**MP**
Advisory-Career Academics/College Activities	6th-12th 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	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	**IP**	**IP**	**MP**
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	11th and 12th 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**	**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**	**IP**	**MP**
Implement Project Lead The Way (PLTW)- Launch, GTT, Engineering, Bio-Medical	All students	Teachers	August-June	State Funds, Title II Funds, CTE Allotment, Title IV	Student enrollment	End of course exams	**IP**	**IP**	**MP**

TSIA student support	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	**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.

Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**Fall Eval**	**Spring Eval**	**EOY Eval**
Provide incentives to attract highly qualified staff: • Health insurance provided • Free college tuition for employees and immediate family • Competitive salary • Loyalty Bonus • Promotion Plan	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	PR1500 Equity Data Survey	**MP**	**MP**	**MP**
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books.	Teachers	The University of Texas at Tyler	August-July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master's program or Doctorate program	Teachers who have Master's and/or Doctorate Degree	**MP**	**MP**	**MP**
Provide staff development in a variety of methods to meet State Requirements: • Confidentiality • Science Safety Update	Staff	Superintendent, Director	August	No cost, State Funds, UT Tyler, MIZ, BL Grants,	Sign-in sheets/Attendee list, Completed registration	Meet state requirements,	**IP**	**IP**	**MP**

• Bloodborne Pathogens • Child Abuse/Neglect • Trauma-Informed Training • Suicide Prevention • CPR/AED • Other				Dyslexia, BEA, Sped, Early Ed Allotment Funds		Certificates of Completion			
Provide teachers support through a personalized coaching model to support the school instructional model: • PBL/PrBL • Blended Learning • State Standards	Teachers	Director of CIA, Distinguished Teachers, Curriculum Instruction Coaches	August-July	State, MIZ Grant, and Blended Learning Grant Funds, SCE	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 to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants, Director of Special Education	August-July	State Funds, SCE	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	**MP**	**MP**	**MP**

Provide paraprofessionals with required training to ensure they are highly qualified.	Para-professionals	Palestine Director	August-July	Local Funds, Title 1	Training certificate	Certificates of completion	**IP**	**IP**	**MP**
Grading Philosophy Book Study	Teachers	Director CIA/Coaches/ Directors	August - May	Grading for Equity Book Schoology Course PLC Time for Teachers	Schoology course/Teacher conversations/ PLC Notes	EOY Survey	**IP**	**IP**	**MP**
Training and coaching on required and supplemental resources	Teachers/Coaches	Coaches/Director of CIA	August -May	Curriculum Budget, SCE	Surveys/Observation data	Observation data	**MP**	**MP**	**MP**
Embedded PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	**IP**	**MP**	**MP**
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources	Agenda/Survey	EOY Teacher Survey	**MP**	**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 complete clinicals at 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 8 years of employment, as measured by awarded degrees.

Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

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, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	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**
Get fiber network connections for each campus.	All Faculty/ Staff/ Students	IT Department, Accounting	This school year, Tyler and Palestine are targeted before school starts. Longview will follow later after the provider finishes construction on their. infrastructure.	IT Budget	Each campus will have their own fiber connection in place.	Each campus will have their own fiber connection in place.	**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.

UT Tyler University Academy

2022-2023 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: UT Tyler University Academy	**Priority for Service (PFS) Action Plan**	Filled Out By: Aimee Dennis
Region: 7	School Year: 2022-2023	Date: 6/22/2022

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Before the end of each month, August 2022-July 2023	NGS Specialist	PFS tracking report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP contact	PFS report
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP staff	calendars, meeting notes

Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

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6/23/2022

LEA Signature **Date Completed**

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.

Title I, Part A Appendix

UT Tyler University Academy District Committee includes all required stakeholder members for Title I, Part A. A list of committee members and their respective roles can be found on page eight of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2022-2023 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: April 28, 2022, May 19, 2022, and June 20, 2022, November 7, 2022, March 27, 2023, and June 19, 2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in June. The committee will also be utilized to assist in completing the District Comprehensive Needs Assessment (CNA) in the spring of 2023. The committee will utilize CNA results to create the 2023-2024 District Improvement Plan in late spring and early summer.

UT Tyler University Academy will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)

- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- McKinney-Vento Homeless Assistance Act
- ESSER II & III
- SCE

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in creating the District Improvement Plan with representatives from each of the programs included.

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.

UT Tyler University Academy strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, computer science, civics and government, economics, art, history, geography, career and technical education, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine their effectiveness and ensure they meet the needs of students.

UT Tyler University Academy has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based on report cards, progress reports, and CDAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus director.

The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week.

UT Tyler University Academy seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

Annually, during the spring and summer of each year, UT Tyler University Academy holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes.

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 (reference the current year of USDA child nutrition programs income eligibility guidelines). Therefore, the district uses students coded with 99 to determine its low-income percentage and maintains documentation locally for students coded as 99.

UT Tyler University Academy's eligible campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

UT Tyler University Academy currently serves approximately 25 homeless children and youth.

Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, each director serves as the Homeless Liaison for the campus to provide training to school staff, including admins, receptionists, counselors, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.

Attendance: The district PEIMS Coordinator assists with placement, enrollment, and application to the free breakfast program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.

Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic counselors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.

UT Tyler University Academy works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2022-2023 school year, which outlines our PFE program. The specific strategies employed to engage parents are included under goal number three in the district improvement plan.

UT Tyler University Academy implements strategies to facilitate effective transitions for students. From middle school to high school, the district provides an informational meeting for parents to learn about the career pathways and dual credit opportunities offered to high school students.
UT Tyler University Academy coordinates with its higher education partner, UT Tyler to prepare its high school students to transition into college and career upon graduation. High school students are also offered opportunities to tour college campuses, such as UT Tyler and Texas State Technical College. Dual credit opportunities are available to students in a wide variety of academic fields.

UT Tyler University Academy reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, UT Tyler University Academy has instituted trauma-informed practices to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.

Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. UT Tyler University Academy has an established G/T referral process within the district. Referral testing is available for grades 1 through 12. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. All G/T identified students receive instruction through an inclusion program throughout the school year and are invited to apply for summer school programs specifically designed to extend learning opportunities for G/T students.

School libraries are developed and updated annually by purchasing novels and other reading material, both print (for classrooms libraries) and digital. Each student (K-7) is provided a Chromebook at the beginning of the school year as a tool for learning purposes. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.

Title II, Part A Appendix

UT Tyler University Academy follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP concerning the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. Teacher evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data, along with meaningful input from stakeholders, drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised based on student progress and need.

UT Tyler University Academy District Committee includes all required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page eight of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2022-2023 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: April 28, 2022, May 19, 2022, and June 20, 2022, November 7, 2022, March 27, 2023, and June 19, 2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in June. The committee will also be utilized to assist in completing the District Comprehensive Needs Assessment (CNA) in the spring of 2023. The committee will utilize CNA results to create the 2023-2024 District Improvement Plan in late spring and early summer. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information, along with staff professional development needs surveys, will be taken into account as the committee meets as well.

UT Tyler University Academy will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.

Title II, Part A

Title III, Part A

Title IV, Part A

Individuals with Disabilities Act (IDEA)

Rehabilitation Act of 1973

McKinney-Vento Homeless Assistance Act

ESSER II & III

SCE

Program coordination occurs with community partners, such as UT Tyler and local business leaders, local governmental leaders, and professional experts who provide feedback on areas of needs regarding student achievement. Based on these needs, action plans are designed which include professional development for identified staff members.

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in creating the District Improvement Plan with representatives from each of the programs included.

Before planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information and the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II, Part A Funds Allocated	Notes
UT Tyler University Academy at Longview	212804102	20.85%	No	$7,300	
UT Tyler University Academy at Palestine	212804103	41.00%	No	$9,115	If we receive additional funds and there are no teachers in Palestine that need to attend the training, the money will be scheduled for the Tyler campus.
UT Tyler University Academy at Tyler	212804001	37.75%	No	$7,300	

UT Tyler University Academy has a district-wide system of Professional Growth and Improvement. Please see the following link https://sites.google.com/uttia.org/ua-curriculum/home?authuser=0 to view the description of the system of professional growth and improvement.

Title IV, Part A Appendix

During the CNA for the 2022-2023 school year, the required stakeholders met on the following dates April 28, 2022, May 19, 2022, and June 20, 2022. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs were so extensive that our Title IV, Part A funds would best be used to meet those needs; therefore, the funds would not be reaped or transferred.

UT Tyler University Academy funds the following programs and activities to support well-rounded education: supplies and materials for PLTW consumables.

Title IV Program Goals			
SMART Goal	**BOY Formative Assessment**	**MOY Formative Assessment**	**EOY Summative Assessment**
Increase the following by 20% as assessed by BOY, MOY & EOY student survey: ● knowledge about biomedical academic pathways and careers ● postsecondary higher education intention ● interest in biomedical majors or careers ● student motivation		Some Progress	
Increase the following by 20% as assessed by BOY, MOY & EOY student survey: ● knowledge about engineering academic pathways and careers ● postsecondary higher education intention ● interest in engineering majors or careers ● student motivation		Some Progress	

UT Tyler University Academy will evaluate the progress of these program objectives and intended outcomes three times a year (November, March, and June). The district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.

UT Tyler University Academy District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on page eight and nine of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.

For the 2022-2023 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: November 7, 2022, March 27, 2023, and June 19, 2023. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in June. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in the spring of each year. The committee will utilize CNA results to create the 2023-2024 District Improvement Plan in the spring. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities, and/or programs.

Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by the criteria listed above. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

Campus Name	Campus Number	Low-Income %	School Improvement Status	Persistently Dangerous Campus	Identified Needs	Amount of Title IV, Part A Funds Allocated	Notes
UT Tyler University Academy at Longview	212804102	20.85%	No	No	There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.	$0	
UT Tyler University Academy at Palestine	212804103	41.00%	No	No	There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.	$10,000	All funds will be used for the Palestine campus first. If there are

							additional funds left over, they will be utilized on the Tyler campus.
UT Tyler University Academy at Tyler	212804001	37.75%	No	No	There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.	$0	

Comprehensive Needs Assessment/ District Improvement Plan Meeting Addendum

Meeting Title: Comprehensive Needs Assessment
UT Tyler University Academy
Date: April 28, 2022
Time: 9:30 a.m.
Meeting Location: Zoom

Present Committee Members:

Jo Ann Simmons, Superintendent	Aimee Dennis, Director of Special Programs and Leadership
Katie Adams, Prior Tyler Director	Sammi Broussard, Special Education Coordinator
Linda Butler, PEIMS Coordinator	Cori Mackey, District Nurse
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Christian Chesnut, Finance Manager	Dalton Abrams, Director of Technology
Jaema Krier, Director of Administration	Kathy Parker, Academic Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Jaclyn Pedersen, Director of Curriculum	

Absent Committee Members:

Jad Asbey, Palestine Student	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Michael Odell, University Professor/Community Member	Kristian Fischer, Instructional Coach
Amanda Kaiser, Administrative Assistant III	Tracey Breeden, Longview Teacher
Laura Hilbig, Technology Instructional Coach	Lisa Bronsema, Longview Parent
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Shweta Patel, Palestine Parent	Jan Parish, Tyler Parent
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher

During this meeting, participants broke out into breakout groups to identify the group leader, review the data the group would collect, and set up a time that the group would convene to record the responses to the data questions.

Breakout Room #1

- Demographics (Butler, Krier, Rasberry)
- School, Culture, Climate (Hawkins, Rasberry, Dennis, Mackey)
- Curriculum, Instruction, and Assessment (Pedersen, Broussard, Parker, Bodede)
- Technology (Abrams, Hilbig, Rector)

Breakout Room #2

- Student Achievement (Rector, Dennis, Adams, Butler)
- School Organization (Dyer, Parker, Hawkins, Chesnut)
- Family and Community Engagement (Bodede, Abrams, Hilbig, Broussard, Mackey)

Breakout Room #3

- Staff Quality, Recruitment, and Retention (Adams, Krier, Pedersen, Dyer)

Meeting Title: Comprehensive Needs Assessment
UT Tyler University Academy
Date: May 19, 2022
Time: 9:30 a.m.
Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Sammi Broussard, Special Education Coordinator	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Dalton Abrams, Director of Technology

Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Amanda Kaiser, Administrative Assistant III	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Aimee Dennis, Director of Special Programs and Leadership
Lisa Bronsema, Longview Parent	Michael Odell, University Professor/Community Member
Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	

Committee Members Absent:

Brent Allen, Community Partner	Christian Chesnut, Finance Manager
Nanceen Hoskins, Palestine Teacher	Jad Asbey, Palestine Student
Cori Mackey, District Nurse	Shweta Patel, Palestine Parent
	Jan Parish, Tyler Parent

During this meeting, each subcommittee presented their narrative and identified the problem of practice. At the conclusion of the meeting, a survey was distributed to each committee member to rank the problem of practices in order of importance. Subcommittees were formed to engage in a root cause analysis, creation of strategies to address the root cause, and benchmarks to gauge progress toward identified goals of the strategies.

Meeting Title: District Improvement Plan
UT Tyler University Academy
Date: June 20, 2022
Time: 3:00 p.m.
Meeting Location: Zoom

Individuals Present: Dr. Jo Ann Simmons, Linda Butler, Samantha Rector, Laura Hilbig, Rachel Hawkins, Tracey Breeden, Lisa Bronsema, Jaclyn Pedersen, Jaema Krier, Aimee Dennis, Amy Mashburn, Ummi Bodede, Kathy Parker, Michael Odell, Amanda Kaiser, Cori Mackey, Christian Chesnut

Committee Members Present:

Jo Ann Simmons, Superintendent	Jaema Krier, Director of Administration
Kathy Parker, Academic Counselor	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Michael Odell, University Professor/Community Member
Samantha Rector, Instructional Coach	Amanda Kaiser, Administrative Assistant III
Laura Hilbig, Technology Instructional Coach	Christian Chesnut, Finance Manager
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Tracey Breeden, Longview Teacher	Aimee Dennis, Director of Special Programs and Leadership
Lisa Bronsema, Longview Parent	Cori Mackey, District Nurse
Jaclyn Pedersen, Director of Curriculum	

Committee Members Absent:

Sammi Broussard, Special Education Coordinator	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Laci Robinson, Tyler Teacher
Shweta Patel, Palestine Parent	Kristian Fischer, Instructional Coach
Jan Parish, Tyler Parent	Jennifer Rasberry, Instructional Coach
Jad Asbey, Palestine Student	Dalton Abrams, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Nanceen Hoskins, Palestine Teacher	

Meeting Minutes: The committee reviewed and revised the goals, priorities, recommended strategies, and parent and family engagement plan located in the district improvement plan.

Meeting Title: District Improvement Plan Fall Formative Assessment
UT Tyler University Academy
Date: November 7, 2022

Time: 3:00 p.m.
Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Amy Mashburn, Paraprofessional
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Christian Chesnut, Finance Manager
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Nanceen Hoskins, Palestine Teacher	Laci Robinson, Tyler Teacher
Tracey Breeden, Longview Teacher	Cori Mackey, District Nurse
Lisa Bronsema, Longview Parent	Amanda Kaiser, Administrative Assistant III
Jaclyn Pedersen, Director of Curriculum	Kathy Parker, Academic Counselor
Jaema Krier, Director of Administration	Michael Odell, University Professor/Community Member
Aimee Dennis, Director of Special Programs and Leadership	

Committee Members Absent:

Sammi Broussard, Special Education Coordinator	Dalton Abrams, Director of Technology
Shweta Patel, Palestine Parent	Jan Parish, Tyler Parent
Jad Asbey, Palestine Student	

Meeting Minutes:

- Title I, Title II, Title III, Title IV, SCE, and IDEA B Review
    - Advice for Improvement of Activities

        - An overview of each component was reviewed, and committee members were asked for any questions or suggestions about the activities. No comments were provided.
    - Data and Ongoing Consultation to Update and Improve Activities
        - The committee members reviewed the current items spent on Title I, Title II, Title III, Title IV, SCE, and IDEA-B. Each relevant stakeholder provided an update on the strategy that correlates to the specific title, SCE, or IDEA-B.
- Fall Formative Evaluation of DIP
    - Created the Title I and Title II Appendix
    - Scored each strategy as IP (In Progress), NP (No Progress), MP (Met Progress)
    - Committee members provided the following information:
        - We are currently utilizing the Standard Response Protocol for our emergency response plans.
        - The university has not had DSL meetings for the 2022-2023 school year as of November.
        - Mrs. Acuna sent surveys to parents to identify their needs regarding social-emotional support and trauma-informed care. Parents said they would like more information on the internet safety and coping strategies.
        - Mrs. Pedersen shared that they are set to complete the grading philosophy book study by April.
- CTE Advisory Committee Fall Meeting
    - Mrs. Parker reviewed that our CTE course sequence focuses on the Engineering and Biomedical tracts in high school. Students will complete PLTW Launch in elementary, GTT 1 and 2 in Middle School, and Computer Science, along with their CTE course sequence classes.
    - There were no questions or comments made by the committee regarding CTE.

Meeting Title: District Improvement Plan Spring Formative Assessment
UT Tyler University Academy
Date: March 27, 2023
Time: 3:00 p.m.
Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Christian Chesnut, Finance Manager
Cori Mackey, District Nurse	Amy Mashburn, Paraprofessional
Aimee Dennis, Director of Special Programs and Leadership	Michael Odell, University Professor/Community Member

Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Laci Robinson, Tyler Teacher
Kelly Dyer, Tyler Director	Kathy Parker, Academic Counselor
Rachel Hawkins, Longview Director	Amanda Kaiser, Administrative Assistant III
Jaclyn Pedersen, Director of Curriculum	Lisa Bronsema, Longview Parent
Allyson Dawson, Teacher (non-committee member)	

Committee Members Absent:

Sammi Broussard, Special Education Coordinator	Edward Broussard, City Manager for Tyler
Brent Allen, Community Partner	Jad Asbey, Palestine Student
Linda Butler, PEIMS Coordinator	Kristian Fischer, Instructional Coach
Nanceen Hoskins, Palestine Teacher	Keren Acuna, Licensed Professional Counselor
Tracey Breeden, Longview Teacher	Ummi Bodede, Palestine Director
Jan Parish, Tyler Parent	Shweta Patel, Palestine Parent

Agenda:

- Spring Review of District Improvement Plan including Title I, Title II, Title III, Title IV, and SCE
    - The committee did not have any feedback for the use of Title I, Title II, Title III, Title IV, and SCE funds.
    - Committee added Title IV Appendix.
    - Committee added a statement about how the district identifies the amount of Title I funds to allot to the Homeless Student Population.
- CTE Advisory Committee Meeting
    - Continue to offer the two tracks of Engineering and Biomedical, which is what our Title IV program goals are focused on.
- Parent Family Engagement Program and Policy Evaluation
    - The committee reviewed the Parent Family Engagement Program and Policies currently in place. The only suggestion was to increase ways for parents to engage with the campus by having a parent pick-up for progress reports and report cards.

Meeting Title: District Improvement Plan Summer Summative Assessment

UT Tyler University Academy
Date: June 26, 2023
Time: 3:00 p.m.
Meeting Location: Zoom

Committee Members Present:

Jo Ann Simmons, Superintendent	Amanda Kaiser, Administrative Assistant III
Aimee Dennis, Executive Director of Operations	Amy Mashburn, Paraprofessional
Sammi Broussard, Special Education Coordinator	Lisa Bronsema, Longview Parent
Samantha Rector, Instructional Coach	Jennifer Rasberry, Instructional Coach
Laura Hilbig, Technology Instructional Coach	Sarah Evans, Director of Technology
Kelly Dyer, Tyler Director	Keren Acuna, Licensed Professional Counselor
Rachel Hawkins, Longview Director	Ummi Bodede, Palestine Director
Tracey Breeden, Longview Teacher	Heather Bailey, Financial and Grant Coordinator

Committee Members Absent:

Edward Broussard, City Manager for Tyler	Brent Allen, Community Partner
Linda Butler, PEIMS Coordinator	Cori Mackey, District Nurse
Nanceen Hoskins, Palestine Teacher	Kristian Fischer, Instructional Coach
Jaclyn Pedersen, Director of Curriculum	
Jad Asbey, Palestine Student	Laci Robinson, Tyler Teacher
Christian Chesnut, Finance Manager	Shweta Patel, Palestine Parent
Kathy Parker, Academic Counselor	Jan Parish, Tyler Parent
Michael Odell, University Professor/Community Member	

Agenda:

- Summative Review of District Improvement Plan including Title I, Title II, Title III, and Title IV
    - Request was made by Dr. Simmons to remove the DSL.

- State Compensatory Education Evaluation
    - Reviewed the three strategies for State Comp Ed, reviewed outcomes, and reviewed next steps. Participants did not have any additional feedback after the review.

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

2022-2023 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 21st 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. Dominick Fazarro
Dr. Gina Doepker	Dr. Joanna Neel
Eric Semlear	Mr. Jeffry Kennemer
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Kelly Dyer, Campus Director
Jennifer Rasberry, Curriculum Coach	Victoria Martinez, Parent
Laci Robinson, Math 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 2016-2021
- PEIMS

Student Academic Achievement

- STAAR TAPR Report- 2019, 2021

Staff Quality, Recruitment and Retention

- 2021-2022 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- 2021-2022
- Teacher Surveys- 2021-2022
- Student Surveys- 2021-2022
- Discipline Reports

Curriculum, Instruction & Assessment

- STAAR
- STAAR Interim
- District Benchmarks
- CDAs
- MAPS
- NWEA-MAPS
- Student Progress Monitoring Spreadsheets
- Teacher Walk Through Data
- MTSS

Campus Comprehensive Needs Assessment Summary

Demographics
● There is a need to provide intentional support for English Language Learners (ELL). ● There is a need to provide specific programming for GT students.
Student Achievement
● There is a need to increase student progress measures in math in 5th, 6th, and 7th grade. ● There is a need to continue to close the gap between our ECD and non-ECD student populations. ● There is a need to continue to grow our Multi-Tiered System of Supports (MTSS) Program and incorporate behavior into the MTSS program. ● There is a need to increase phonics proficiency with our K-1 students.
School Culture and Climate
● There is a need to communicate and enforce common expectations for both students and staff. ● There is a need to ensure the buildings are being cleaned and maintained regularly.
Staff Quality Recruitment and Retention
● There is a need to improve the campus communication. ● There is a need to improve the campus onboarding process. ● There is a need to provide new employee teachers a mentor through the mentorship program.
Curriculum, Instruction, and Assessment

• There is a need to provide adequate planning time for feedback on project designs. • There is a need to make learning more authentic for learners.
Family and Community Involvement
• There is a need to increase parent involvement in PBL presentations. • There is a need to increase parental involvement with on campus activities.
School Organization
• There is a need for increased instructional time. • There is a need for effective professional learning communities.
Technology
• There is a need to Implement ongoing evaluation of technology integration and alignment with curriculum needs • There is aIntegrate 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.									
Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**SM1 Eval**	**SM2 Eval**	**EOY Eval**
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	IP
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
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	At-Risk Students	SPED Coordinator, Director, Teachers	August-June	Comp Ed, Dyslexia, IDEA B, Special Ed Allotment	Documentation of services provided	Increase academic performance	IP	IP	IP

				, Bilingual, Early Ed Allotment, local and State Funds					
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	IP
Provide students the opportunity to participate in Dual Credit classes with higher education institutes.	9-12 Students	Career Counselors	August-June	State Funds; CCMR Allotment	Enrollment	Participation data	IP	I P	IP
NWEA Maps Assessment	Teachers /Coaches /Directors/	Teachers/Coaches	BOY/MOY/EOY assessme	Assessment portal	Curriculum District Data sheet	Progress percentages from BOY to EOY	IP	IP	MP

	Director of CIA		nt windows	Curriculum budget					
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/PLTW Launch trainer	PLCs/Oct. PD	Curriculum budget PLTW Launch Master Teacher training	Observational data	Summative Teacher evaluations PLTW Launch recognition	IP	IP	IP
Implement Lexia English for ELL students.	ELL Students	Teachers/Coaches	August-June	Curriculum Budget	Lexia Data, Benchmark Data, Classroom assessments, NWEA-MAPS	STAAR	IP	IP	IP
Academic Coaching for High School GT Students	11-12th Grade Students	Teachers, Director, Dr. Bretl	August-June	UT Tyler Faculty/ Students	Observational	Survey	IP	IP	MP

Implementation of Fundations curriculum with fidelity.	K-2 Students	Teachers, Curriculum Coach, Director	August-June	Curriculum Budget; Curriculum resources	NWEA MAPS, Fundations assessments, M-Class	M-Class, NWEA MAPS	IP	IP	IP

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**	**SM1 Eval**	**SM2 Eval**	**EOY Eval**
Purchase of three-room portable for Tyler to support	All Students	Superintendent, University	August 2022	University Funds; Local Funds	Installation of the portable facility.	Academic space to support the growth of the campus.	MP		

the growing population.									
• Division of current campus space to support the services • provided by support personnel and the utilization of University rooms for academic instruction.	All Students	Superintendent, Directors	August 2022	Local Funds	Spaces created on campus for support personnel to provide services to students and academic space available for courses.	The campus provides additional space for academic and support services.	IP	IP	IP
Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.	IP	IP	MP
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff	August through May	Professional Development; Leader In Me; Local Funds;	MOY/EOY Surveys showing positive, inclusive school	MOY/EOY Surveys showing positive, inclusive school	IP	IP	IP

				Off-campus resources that support students' interests; Award/Recognition Opportunities	culture; Decrease in the number of students who withdraw.	culture; Decrease in the number of students who withdraw.			
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	MP	
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.	IP	IP	IP
Review Emergency Response Plans: ● Fire Drill ● Reverse Evacuation ● Severe Weather ● Lockdown	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			

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	NP	NP
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	IP
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
Discipline committee created to implement common expectations across the campus and design a more explicit discipline process.	All	Director, Teachers	August-June	Campus Budget	Teacher surveys, Student surveys, discipline data	Teacher surveys, Student surveys, discipline data	IP	IP	IP

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.									
Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**SM1 Eval**	**SM 2 Eval**	**EOY Eval**
Host parent meetings/conferences throughout the year to support student success.	All	Director, Teachers	August-June	State Funds	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	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	IP
Invite parents and field experts 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	IP
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	IP

Utilize parent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	IP	IP	IP
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
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	IP	IP	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	IP
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 Allotment, Title IV	Student enrollment	End of course exams	IP	IP	IP
TSIA student support	Teachers and Students	Teacher/Director/Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	IP	IP	IP

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.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	Spring Eval	EOY Eval
Provide incentives to attract highly qualified staff: ● Health insurance provided ● Free college tuition for employees and immediate family ● Competitive salary ● Loyalty Bonus ● Promotion Plan	Teachers	Superintendent, Director of CIA, Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	PR1500 Equity Data Survey	IP	IP	IP
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books.	Teachers	The University of Texas at Tyler	August-July	Funded by UT Tyler Employee scholarship program	Teachers enrolled in master's program or Doctorate program	Teachers who have Master's and/or Doctorate Degree	IP	IP	IP

Provide staff development in a variety of methods to meet State Requirements: Confidentiality ● Science Safety Update ● Bloodborne Pathogens ● Child Abuse/Neglect ● Trauma-Informed Training ● Suicide Prevention ● CPR/AED ● Other	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
Provide teachers support through a personalized coaching model to support the school instructional model: ● PBL/PrBL ● Blended Learning ● State Standards	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	IP

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 to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	Teachers	Director of CIA, Instructional Coaches, Region VII Consultants, Director of Special Education	August-July	State Funds	Sign-in sheets/Attendee list, Student data spreadsheets	Increase academic performance	IP	IP	MP

Grading Philosophy Book Study	Teachers	Director CIA/Coaches/Directors	August - May	Grading for Equity Book Schoology Course PLC Time for Teachers	Schoology course/Teacher conversations/ PLC Notes	EOY Survey	IP	IP	IP
Embedded PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	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 complete clinicals at 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 8 years of employment, as measured by awarded degrees.

Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.									
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, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	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

2022-2023 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 21st 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. Gina Doepker
Dr. Dominick Fazarro	Dr. Joanna Neel
Mr. Eric Semlear	Mr. Jeffry Kennemer
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Rachel Hawkins, Campus Director
Patricia Davis, Teacher / Instructional Coach	Samantha Rector, Instructional Coach
Jennifer Mitchell, Elementary Teacher	Jordan Carns, High School Teacher
Jaime Burke-Hicks, Teacher	Jennifer Stenhouse, Longview Parent
Mattie Colan, Community Member	Chris Rhudy, Longview Parent

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 2020-2021
- PEIMS Data 2020-2021

Student Academic Achievement

- TAPR Report 2020-2021
- NWEA Maps Data 2021-2022
- Lexia and IXL data 2021-2022
- Benchmarks 2021-2022
- PEIMS Report 2021-2022
- Tutorial Logs
- RTI Process
- Parent Meeting Logs

Staff Quality, Recruitment and Retention

- TAPR 2020-2021
- Master Schedule 2021-2022
- Job Duties 2021-2022
- PLC Schedule 2021-2022
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule
- Teacher Portfolio

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NP = No Progress

Technology

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey
- Technology Usage Reports
- Professional Development Agenda Minutes

Family and Community Involvement/Engagement

- Surveys 2021-2022
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback
- Campus Event Agendas
- Parent Involvement Policy
- School/Parent Compacts

School Context and Organization

- Survey
- Master Schedule
- Skyward Data
- TAPR

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NP = No Progress

School Culture and Climate

- Parent Surveys- 2020-2021 / 2021-2022
- Teacher Surveys- 2020-2021 / 2021-2022
- Student Surveys- 2020-2021 / 2021-2022
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

Curriculum, Instruction & Assessment

- STAAR Data 2020-2021
- CDAs 2021-2022
- Math Unit Assessments 2021-2022
- 2021-2022 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment
- Benchmarks 2021-2022
- Pre and Post STEMScopes- Teacher Incentive Allotment
- Semester Exams 2021-2022
- HB 4545

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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 100% 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.

Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**SM1 Eval**	**SM2 Eval**	**EOY Eval**
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
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	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	PM	MP	MP

MP = Met Progress
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NP = No Progress

Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	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
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	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

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NP = No Progress

Explore opportunities to support students who are not eligible to take dual credit to ensure they are University Ready upon graduation.	Secondary Students	Superintendent, Director of CIA, Directors, Director of Special Programs and Leadership, Academic Counselor	August-July	Advanced Placement Curriculum, TSI Data, STAAR data	Enrollment	Success Rates	PM	MP	MP
Aligned curriculum documents	Teacher/Coaches/Director	Coaches/ Director of CIA	Math YAGs: '22 School year Curriculum site is ongoing	Curriculum development Curriculum budget	Coaching conversations and observational data.	STAAR results/Observation data	MP	MP	MP
NWEA Maps Assessment	Teachers/Coaches/Directors/ Director of CIA	Teachers/ Coaches	BOY/MOY/EOY assessment windows	Assessment portal Curriculum budget	Curriculum District Data sheet	Progress percentages from BOY to EOY	PM	MP	MP

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PM = Progress Made, Working Toward Completion
NP = No Progress

Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/ PLTW Launch trainer	PLCs/Oct. PD	Curriculum budget PLTW Launch Master Teacher training	Observational data	Summative Teacher evaluations PLTW Launch recognition	PM	PM	PM

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 the year safety end report.

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	EOY Eval
Coordination with the University on expansion options for the district.	All Students	Superintendent, Director	August through July	University Funds; Local Funds	Tracking expansion project progress	Additional facilities to support the growing student population.	PM	PM	PM
Purchase of a six-room portable to add two sections of Kindergarten and another section of 1st, 2nd, 3rd, and 4th grade.	All Students	Superintendent, University	January 2023 - August 2023	University Funds; Local Funds	Installation of the portable facility.	Academic space to support the growth of the campus.	PM	PM	PM
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff	August through May	Professional Development; Leader In Me; Local Funds; Off-campus	MOY/EOY Surveys showing positive, inclusive	MOY/EOY Surveys showing positive, inclusive school	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

				resources that support students' interests; Award/ Recognition Opportunities	school culture; Decrease in the number of students who withdraw.	culture; Decrease in the number of students who withdraw.			
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	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	MP
Review Emergency Response Plans: ● Fire Drill ● Reverse Evacuation ● Severe Weather ● Lockdown	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	PM	MP	MP
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	PM	PM	PM

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.	PM	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	PM	PM	PM
Providing social and emotional support to students through various district resources and increasing parent awareness of trauma-informed care and social and emotional support services	All	Teachers, Directors, District Staff, Licensed Professional Counselor	August-June	State Funds	Student surveys	Decrease in bullying incidents reported.	PM	MP	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	MP	MP	MP

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

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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**	**SM1 Eval**	**SM2 Eval**	**EOY Eval**
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	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	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
Invite parents and field experts 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	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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	MP
Utilizeparent/student/teacher compact.	All	Director, Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	MP	MP	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	PM	MP	MP
Assist parents completing FAFSA for senior students.	12th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	MP	MP	MP
Advisory-Career Academics/College Activities	6th-12th grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Post-Secondary Tours	9th grade	Teachers-UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	PM	MP	MP
Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12th grade	Career Counselor	September	CTE 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	PM	MP	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	PM
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of email	System report analyzing connections made	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Implement 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	PM	PM
TSIA student support	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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	EOY Eval
Provide incentives to attract highly qualified staff: • Health insurance provided • Free college tuition for employees and immediate family • Competitive salary • Loyalty Bonus • Promotion Plan	Teachers	Superintendent, Director of CIA Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	PM	MP	MP
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books.	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	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide staff development in a variety of methods to meet State Requirements: • Confidentiality • Science Safety Update • Bloodborne Pathogens • Child Abuse/Neglect • Trauma-Informed Training • Suicide Prevention • CPR/AED • Other	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	MP
Provide teachers support through a personalized coaching model to support the school instructional model: • PBL/PrBL • Blended Learning • State Standards	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	MP
Teacher observations evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	PM	MP	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	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide staff training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology	PM	MP	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	MP
Provide teachers training in an online data system to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	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	MP
Grading Philosophy Book Study	Teachers	Director CIA/Coaches/ Directors	August - May	Grading for Equity Book Schoology Course PLC Time for Teachers	Schoology course/Teacher conversations/ PLC Notes	EOY Survey	PM	PM	PM

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Embedded PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	**MP**	MP	MP
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources	Agenda/Survey	EOY Teacher Survey	**MP**	MP	MP

MP = Met Progress
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 complete clinicals at 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 8 years of employment, as measured by awarded degrees.

Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	SM1 Eval	SM2 Eval	EOY Eval
Facilities will provide a design to support Project and Problem-Based Learning, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	Student/Staff survey	PM	MP	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	PM	PM	PM

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Get fiber network connections for each campus.	All Faculty/ Staff/ Students	IT Department, Accounting	Waiting on provider to finish construction on their infrastructure.	IT Budget	Each campus will have their own fiber connection in place.	Each campus will have their own fiber connection in place.	PM	MP	MP

2022-2023 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 21st 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.

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PM = Progress Made, Working Toward Completion
NP = No Progress

COMPREHENSIVE NEEDS ASSESSMENT AND CAMPUS IMPROVEMENT PLAN PROCESS

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

- Data Gathering: The Campus 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 Campus Improvement Plan through volunteers, recommendations, and identification of people representing various stakeholder groups. (See page 5 for a listing of members). Meetings were held on June 20, 2022 and June 24, 2022. Periodic reviews and revisions will be done through formative and summative evaluations tentatively scheduled for November 2022, March 2023, and June 2023.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the Campus Improvement Plan. After state assessment scores are made available, the needs assessment is further refined to include this data. See page 30 for a detailed review of the processes utilized.
- Campus Plan: The Campus Improvement Plan is developed based on the strengths and weaknesses identified in the needs assessment. In the late spring/early summer, the Campus Improvement Plan is written.

DISTRIBUTION

- Campus Improvement Plan: The Campus improvement plan is posted on the website in both English and Spanish at https://www.uttua.org/district-information/improvement-plans. The plan is reviewed with parents and families at the beginning of the year and presented to the School Board prior to the beginning of the school year. If the Campus Improvement Plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA. Hard copies are also available at the campus upon request.
- 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 campus upon request.

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NP = No Progress

- Campus Parent and Family Engagement Plan: The campus Parent and Family Engagement Plan is located in the Campus Improvement Plan, and is developed with and agreed on with parents.
- Title 1, Part A Plan: The Title I, Part A Plan will be included in the Campus Improvement Plan.
- School-Parent Compact: A hard copy of the campus School-Parent compact is distributed to families each year, and is also available on the campus website. The School-Parent Compact is revised annually with assistance of parents. 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 at Palestine 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.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

School Board Members

Dr. Michael Odell	Dr. Gina Doepker
Dr. Dominick Fazarro	Dr. Joanna Neel
Mr. Eric Semlear	Mr. Jeffry Kennemer
Mr. Alan Buckland	Faculty Advisor: Dr. Wes Hickey

Continuous Improvement Plan Committee

Jo Ann Simmons, Superintendent	Ummi Bodede, Campus Director
Kris Fischer, Instructional Coach	Nanceen Hoskins, Teacher
Craig Allen, Community Member	Jessica Gleason, Business Representative
Linda Asby, Community Member	Jenny Calk, High School Teacher
Lisa Tang, Community Member	Candy Bowman, Palestine Parent
Ashley Ford, Paraprofessional	Kelli Harris, Paraprofessional

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NP = No Progress

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.

MP = Met Progress
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NP = No Progress

Comprehensive Needs Assessment

Demographics

Demographics Summary

When looking at our teacher-student ratio, our K-6 ratios are slightly higher than the state average, but in our STAAR tested grades we continuously outperform the state who has a lower teacher-to-student ratio. When looking at the teacher/student ratio in grades 7-12 we have a slightly lower average than the state, yet we continue to outperform the state on STAAR assessments. Our student-teacher ratio is not a significant determining factor in our assessment scores.

We serve .0484 market share of the school age population in Palestine, with 13 grades (K-12) with 12 teachers not including PE/ART or aides, making it a .85 teacher per grade served. (Market share) Palestine serves 4 times as many of the school age population.

It is interesting to note that when looking at the at-risk student population, our 3rd-grade students across the district have the highest number of at-risk students in regard to the total number of students in that grade level. This is the group that was in 1st grade in 2020. How can we be strategic in addressing these numbers? Also, we have over half of our students in first grade in Palestine at risk, which is alarming and a high area of concern. When looking at our student population, we have a majority of students who are white, so we should consider plans for recruitment in order to diversify our population.

Our enrollment has stayed steady over the last three years, but there is a need to increase the retention of our high school students because that is where we tend to see a drop in enrollment.

Demographics Strengths

1. 11 of the 2nd-grade students are considered at risk (currently enrolled 20)
2. A good representation of female and male students, almost half and half.
3. Enrollment numbers have stayed consistent over the past three years.

Problem Statements Identifying Demographic Needs:

1. There is a need to increase the diversity of our student population.
2. There is a need to support our Title I families with basic school supplies
3. There is a need to increase the retention of our high school student population.
4. There is a need to decrease the number of students at risk in last year's third graders.

MP = Met Progress
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NP = No Progress

Technology

Technology Summary

Technology provides student and staff devices, online accounts, online and in-person support, maintains a working Wi-Fi network and monitors filters. These services provide increased engagement and availability of technology resources in the classroom. Support in implementation is needed to ensure the availability and useability of technology in the classroom. A serious need for Campus to increase the bandwidth and possible mobile testing Chromebook carts for 8-12 secure testing.. Overall, HS and MS, and upper elementary staff and students utilize technology in all aspects of learning. At the beginning of the year, 3rd-grade students need additional support for students to learn Schoology. The Campus plans to provide training in the fall for teachers in elementary over Schoology, so that they may start using the platform more in K-2 to help this transition. The Campus will employ district help in providing SMARTBoard training sessions early in the school year to meet our new teachers that need to be up to date.

Technology Strengths

1. Continued growth on successful technology deployment and implementation in the classroom.
2. Improved

Problem Statements Identifying Technology Needs:

1. There is a need as more resources are moving to and growing in online presence there is an increased need for additional network capacity.
2. There is a need as new teachers are added, there is an increased need for training in online programs.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Student Academic Achievement

Student Academic Achievement Summary

Based on the data, our math content area is a focus for improvement. The sub-populations of Hispanic students are also a focus within the math content area. There is not a significant difference in attendance based on sub-population with most averaging attendance in the low 90s. Campus does not have any dropouts reported. The majority of students who are coded as at-risk are due to not achieving, but meets standards on the STAAR assessment. To support the academic achievement of students in math, the district is Implementing IXL/ST Math and providing professional learning to 3-8 math teachers throughout the school year with two pull-out days as well as the first-semester bi-weekly professional development sessions via zoom for an hour. In ELAR, the campus implements summer reading, as well as implementation of Lexia throughout the school year. In 8th-grade Social Studies, there has been a continued need to require extra support in classroom material and curriculum resources. This data showcases that our work towards supporting all sub pops during intervention using online software programs that meet each student's functional level coupled with face-to-face small group instruction builds a solid foundation for each content area. The implementation of an RTI process, HB4545 tutorials,Targeted small groups interventions , and parent meetings with Emergent Bilingual families have also supported the student achievement on our campus STAAR data for the 2021-2022 school year was used to focus on Student Academic Achievement.

Student Academic Achievement Strengths

1. The RTI process is in place to monitor individual student progress.
2. The Campus is graduating all of the seniors with no drop-outs reported.
3. Implementation of NWEA MAPS for more cohesive longitudinal data points for a student's overall success at UTTUA.
4. One-to-one takes away some of the barriers for the economically disadvantaged student.
5. Implementation of a district-wide summer reading program to decrease the effect of the summer slide.
6. Implementation of grade level, vertical content, and horizontal content level PLCs to support academic achievement.
7. UTTUA instructional model meets the needs of all students through PBL, PrBL, BL, and dual credit.
8. UTTUA has multiple online platforms that provide instruction to students at their functional level.
9. ALearning Management System provides clear communication to students and parents on the student's academic progress.

Problem Statements Identifying Student Academic Achievement Needs:

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and 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) models 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, and 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 2021-2022 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 ongoing 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 and Assessment Needs:

1. **There is need to train and support our new teachers on the PBL model as well as expand our PLTW student offerings or options**
2. There is a need to identify resources that need to be required for each grade level/subject as opposed to suggested in the past.
3. There is a need to create more consistency in the rigor cross-content from campus to campus and classroom to classroom.
4. There is a need to streamline resources for teachers and simplify the curriculum documents for teacher use and implementation.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

School Culture and Climate

School Culture and Climate Summary

Programs that support students at their functional level using personalized learning are upheld. As a team, we select a high-quality curriculum and track student data and progress through student progress measuring sheets. Training is offered through PD and PLCs throughout the school year. Targeted data plans are created for early intervention for at-risk students by transfer of the student progress measuring sheets. After benchmarks are taken there are specific plans each teacher puts in place to address weaknesses in standards and often support staff is brought in to help with small group instruction.

Overall, the students feel that the staff cares about them and supports them with their academic learning. The overall perception from student and teacher surveys is positive. It is evident from the student surveys that students generally have a good rapport with their teachers on campus. Based on the survey results, a majority of the students are not offered or do not participate in enrichment activities. Students also do not feel that they have been given an opportunity to learn about course offerings for the next grade level. From the survey results, staff feels a need for resources for crisis or emergency response situations. District expectations in regards to academics are that students will be provided a high-quality education taught through PBL, PrBL, BL, and Dual Credit. Students' individual learning needs will be addressed through differentiated learning and a variety of learning opportunities. It is expected that high expectations are held for students on campus to promote a safe and supportive learning environment. In the event that a student is not following expectations, consequences aligned to the behavior will be implemented and instruction with the student on expected behaviors will be implemented.

School Culture and Climate Strengths

1. Overall perception from student/teacher surveys is positive.
2. Planned ways to support campus cultures through recognitions, celebrations, etc.
3. A limited number of discipline referrals on our campus.
4. Students have a good rapport with their teachers.
5. Students feel that they are supported academically on our campus.

Problem Statements Identifying School Culture and Climate Needs:

1. There is a need to increase opportunities for students to engage in PLTW options as well as enrichment activities.
2. There is a need to increase communication of course offerings to students, emergency/crisis resources to staff.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

3. There is need to increase students expectations of goals and achievement

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

School Context and Organization

School Context and Organization Summary

We are a safe orderly school that allows multiple opportunities for all stakeholders to be involved. When creating schedules, one is built for the overall needs of our students, because our size does not allow for multiple schedules. The curriculum team assists in the creation of the schedule by deciding on an adequate time for each content course. Campus relies on Teacher input whenever possible and applicable through surveys and PLC meetings. The district implements assessments to identify students' academic progress. Teacher input is elicited for end-of-unit exams and CDAs. The district looks for ways for stakeholders to provide input through parent/student/teacher surveys, the ability to attend board meetings via Zoom, the opportunity to comment to the board at board meetings through a sign-up, service on campus, and district committees such as the Design Team and District Improvement Committee, and informational Zoom meetings scheduled periodically throughout the year on a variety of topics. The curriculum team and instructional technology team provide resources to assist students with academic performance. When disciplinary action is needed, the campuses utilize classroom infraction sheets for minor class issues, and classroom interventions and the campuses follow the Student Code of Conduct when evaluating the disciplinary infractions. We will proactively implement the Leader in Me program to build leadership capacity of students which in turn increases student ownership, and utilizes restorative practices. The school buildings are at max capacity, and as the organization continues to grow, there will need to be additional space for classroom instruction within the building.

School Context and Organization Strengths

1. Campus safety / we work diligently to create a schedule that maximizes our resources

Problem Statements Identifying School Context and Organization Needs:

1. While we each work in our own department it is important to see how we all connect to achieve student success.
2. There is a need for more space for classroom instruction in campus buildings.
3. There is a need to improve the safety and security of all students and staff.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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 8 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 participates in various training including, New Hire and PBL training, Personalized Learning training, RTI training, Leader in Me training, security/safety/emotional trauma training, and content-specific TEKS training, as well as content-specific resources and technology support training.

Teacher retention rates have averaged around 78% over the past two years; 72% in 2019-2020 and 83.5% in 2020-2021.

Student-to-teacher ratios over the past two years have been 14.5:1 in 2019-2020 and 15.4:1 in 2020-2021.

Staff Quality, Recruitment, and Retention Strengths

- Embedded PLCs for the 22-23 school year with an emphasis on job-embedded professional learning.
- PLC training for PLC leads in 22-23
- Continued instructional coaching model, Benefit packages
- Promotion plan
- Continued education through the EdD program

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

- Campus culture play a large part in our recruitment and retention efforts

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs:

- There is a need 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).
- There is a need to recruit 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 the number of sections and being K-12.
- There is a need to move from a PD model isolated in specific “PD Days” to a Professional Learning Model where job-embedded learning is teacher-centered, continuous, and content/instructional model focused.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Family and Community Involvement/Engagement

Family and Community Involvement/Engagement Summary

Family and community members are able to engage with the school through STEM nights, PBLs, field trips, participation in ARD meetings and 504 meetings, Board Meetings, Design Team, written communication in the preferred language, translators in ARD Meetings, free/reduced meals, special education, and 504 services. Communication with families occurs through conferences, emails, and online assignment/grade portals. Parents also have access to Schoology family accounts for class activities and grades, notification settings, and weekly emails with grades. Students served in special education receive progress reports toward annual goals concurrent with report cards. Students served through Dyslexia also receive progress reports in dyslexia protocol instruction concurrent with report cards. The Palestine Campus is the only fully funded Title 1, and Tyler is close to becoming a Schoolwide Title 1 Campus.

We keep documentation of all the required meetings and we have hosted 2 major meetings and monthly Campus parent meetings.
The University Academy School-Parent Compact is an agreement between the school, parents, and students that firmly unites us. The School-Parent Compact was developed jointly and reviewed annually with school staff, students, and parents to improve student academic achievement. As a school community, University Academy will focus its School-Parent Compact on the academic standards to support all students and help them reach mastery or beyond in reading, writing, and mathematics. Below are ways each team member will be accountable in a partnership for helping to achieve the state's high standards.

The Curriculum Department handles MTSS (RtI) monitoring of student progress in the classroom setting. Campus Directors chair 504 committees that monitor student progress in students receiving services under 504. The Special Education department evaluates students for eligibility and maintains data for students with disabilities under IDEA. The Health Department ensures students are healthy and well enough to attend classes and that any limitations related to the State mandated health screenings are identified and proper intervention is secured.

Family and Community Involvement/Engagement Strengths

1. Strong attendance from parents in IEP/ARD/504 meetings.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Problem Statements Identifying Family and Community Involvement/Engagement Needs:

1. There is a need for improvement in communication in general with parents of students that are ESL in addition to those that are Spanish speaking.
2. There is a need to increase community engagement with PBLs.

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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 2020-2021
- PEIMS Data 2020-2021

Student Academic Achievement

- TAPR Report 2020-2021
- NWEA Maps Data 2021-2022
- Lexia and IXL data 2021-2022
- Benchmarks 2021-2022
- PEIMS Report 2021-2022
- Tutorial Logs
- RTI Process
- Parent Meeting Logs

Staff Quality, Recruitment and Retention

- TAPR 2020-2021
- Master Schedule 2021-2022
- Job Duties 2021-2022
- PLC Schedule 2021-2022
- Professional Development Agendas
- RTI Meeting Minutes
- Assessment Data
- Salary Schedule
- Teacher Portfolio

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Technology

- Student Progress Monitoring Spreadsheet
- Teacher Feedback
- Student/Teacher Survey
- Technology Usage Reports
- Professional Development Agenda Minutes

Family and Community Involvement/Engagement

- Surveys 2021-2022
- Design Team Notes
- PTO Meeting Minutes
- Teacher Feedback
- Parent Feedback
- Campus Event Agendas
- Parent Involvement Policy
- School/Parent Compacts

School Context and Organization

- Survey
- Master Schedule
- Skyward Data
- TAPR

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

School Culture and Climate

- Parent Surveys- 2020-2021 / 2021-2022
- Teacher Surveys- 2020-2021 / 2021-2022
- Student Surveys- 2020-2021 / 2021-2022
- Teacher Feedback Meetings
- Discipline Reports
- Director Feedback

Curriculum, Instruction & Assessment

- STAAR Data 2020-2021
- CDAs 2021-2022
- Math Unit Assessments 2021-2022
- 2021-2022 Curriculum Resources
- PLC Meeting Notes
- BOY/MOY/EOY MAPS Reading and Math
- mClass
- Pre Assessments and Post assessments (STAAR)- Teacher Incentive Allotment
- Benchmarks 2021-2022
- Pre and Post STEMScopes- Teacher Incentive Allotment
- Semester Exams 2021-2022
- HB 4545

Title I **$109,564**
Payroll

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

- $63,649- Interventionist

Professional and Contracted Services

- $20,915- YMCA, Online Learning Platforms, Region 7 Services

Supplies and Materials

- $25,000- School Supplies for Students and Professional Development Supplies

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 100% 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.

Activities	**Special Population**	**Person Responsible**	**Timeline**	**Resources**	**Formative Evaluation**	**Summative Evaluation**	**Fall Eval**	**MOY Eval**	**EOY Eval**
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	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Offer extended programs for afterschool tutorials and educational extensions.	All	After-School Staff (YMCA)	August-June	Local Funds, Title 1 ($15,000) Funds, ESSER Funds	Daily sign-in sheets	Increase academic performance	PM	PM	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	PM	PM	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	PM	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ESL, Economically Disadvantaged, and At-Risk Students.	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	PM	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	PM	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	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Aligned curriculum documents	Teacher/Coaches/Director	Coaches/ Director of CIA	Math YAGs: '22 School year Curriculum site is ongoing	Curriculum development Curriculum budget	Coaching conversations and observational data.	STAAR results/Observation data	**PM**	**PM**	**MP**
NWEA Maps Assessment	Teachers/Coaches/Directors/ Director of CIA	Teachers/ Coaches	BOY/MOY/EOY assessment windows	Assessment portal Curriculum budget	Curriculum District Data sheet	Progress percentages from BOY to EOY	**PM**	**MP**	**MP**
Intentional K-2 best practices support/PLTW Launch	Teachers	Coaches/ PLTW Launch trainer	PLCs/Oct. PD	Curriculum budget PLTW Launch Master Teacher training	Observational data	Summative Teacher evaluations PLTW Launch recognition	**PM**	**PM**	**PM**

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 campus will provide ongoing principles and effective practices for school safety and security, measured annually on the safety audit.

Performance Objective B: The campus 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 campus will ensure the safety of all students, faculty, and staff by completing 100% of Campus Drills as measured in the year safety end report.

Performance Objective D: The campus 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	MOY Eval	EOY Eval
Coordination with the University on expansion options for the district.	All Students	Superintendent, Director	August through July	University Funds; Local Funds	Tracking expansion project progress	Additional facilities to support the growing student population.	PM	PM	PM
Create a positive, inclusive school culture.	All students	District Leadership, Campus Leadership, Campus Staff Title 1 Coordinator	August through June	Professional Development; Leader In Me; Local Funds; Off-campus resources that support students' interests; Award/	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	MOY/EOY Surveys showing positive, inclusive school culture; Decrease in the number of students who withdraw.	PM	PM	PM

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

				Recognition Opportunities Title 1 institute	who withdraw.				
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	PM	PM
All campuses will utilize security cameras to ensure the safety of students and staff.	All	Directors, Staff	August-July	State Funds and grants	Campuses are equipped with cameras.	Continuous observation of safety risks.	MP	PM	MP
Review Emergency Response Plans: ● Fire Drill ● Reverse Evacuation ● Severe Weather ● Lockdown	All	Superintendent, Director, Teachers	August	State Funds	Sign-in sheet	Increase drill efficiency	PM	PM	MP
Implementation and continuation of Emergency Operation Plan and evaluation.	All	Director, Admins	Monitored Monthly	State Funds	Daily sign-in sheet	Number of incidents	PM	PM	MP
Monthly Safety Audit	All students	Director of Special Programs and Leadership; Campus Officer	Monthly August through May	Audit Checklist	Data collected from the monthly audit.	Improve the safety protocol on campus and decrease the number of safety concerns noted in monthly audits.	PM	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Training on Bloodborne pathogens and annual CPR/AED training.	All	Online Course Director/ School Nurse	September	State Funds	Completion certificates	Completion Certificates	PM	MP	MP
Each campus will have a DSL that will attend safety training every other month.	All	Director, DSL Rep	August-July	State Funds, UT Tyler Funds	Observation of compliance	Improved campus safely	PM	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	PM	PM
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	PM	MP

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.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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	MOY Eval	EOY Eval
Host parent meetings/conferences for campus throughout the year to support student success.	All	Director, Title 1 Coordinator, Teachers	August-June	State Funds, Title 1	Sign-in sheets/Attendee list, Flyers, Emails	Parent participation	PM	PM	MP
Provide a parent orientation to all new parents.	All	Directors, Title 1 Coordinator	August-June	State Funds	Sign-in sheet/Attendee list	Parent participation	PM	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	PM	PM
Invite parents and field experts 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	PM	MP
Provide and utilize an online system to support effective communication between the school and home so parents	All	Director, Teachers, IT Department	August-June	State Funds	Online system reports	Parents feel prepared to assist their child	PM	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

can have access to grades and assignments.									
Utilize parent/student/teacher compact.	All	Director, Title 1 Coordinator Teacher	August	State Funds	Signed contracts	Increase in participation of at-home learning assignments	PM	PM	MP
Survey parents, students, and staff on district performance.	All	Superintendent	Second Semester	State Funds	Completed surveys	Analysis of survey results presented to Board	PM	PM	MP
Assist parents completing FAFSA for senior students.	12th grade	Counselor, UT Tyler personnel	Fall	State Funds	Monitor Apply Texas for completion	Parent participation	PM	MP	MP
Advisory-Career Academics/College Activities	6th-12th grade	Teachers, Career Counselor, UT Tyler College Advisor	August-June	State, CTE Funds, UT Advisor funded by UT Tyler	Observations	Observations	PM	PM	MP
Post-Secondary Tours	9th grade	Teachers- UT Tyler, Career Counselor	August-July	State Funds	Calendar of activities	UT Tyler enrollment, CCMR Data	PM	PM	PM

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide students opportunities to attend the Career Success Conference at the University of Texas at Tyler.	12th grade	Career Counselor	September	CTE 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	PM	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	MP
Ongoing communication between the school and home.	All	Superintendent, Director, IT Department	August-July	State Funds	Schedule of calls/recordings and copy of email	System report analyzing connections made	PM	PM	MP
Implement 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	PM	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

TSIA student support	Teachers and Students	Teacher/ Director/ Coaches	August-May	TSIA Matrix TSIA Math driven homework	Increase in percentage of students who pass all portions of the TSIA2 test.	Increase the percentage of students who meet CCMR.	PM	PM	PM
Provide professional development to teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, 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 the parents and the school.	Staff Parents	Director	August-May	Parent Feedback and Training Slide Deck	Agendas, Sign-sheets, and meeting minutes from parent feedback meetings and staff training	Agendas, Sign-sheets, and meeting minutes from parent feedback meetings and staff training	PM	PM	MP

Campus Goal #4: At UT Tyler University Academy, 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.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Provide incentives to attract highly qualified staff: ● Health insurance provided ● Free college tuition for employees ● Competitive salary ● Loyalty Bonus ● Promotion Plan	Teachers	Superintendent, Director of CIA Director	August-July	State Funds	Highly qualified staff assigned to core academic areas	Highly Qualified Report	PM	PM	MP
Provide teachers with the opportunity to earn a Master's Degree and/or Doctorate Degree from The University of Texas at Tyler with up to six credit hours per semester for free excluding books.	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
Provide staff development in a variety of methods to meet State Requirements: ● Confidentiality ● Science Safety Update ● Bloodborne Pathogens ● Child Abuse/Neglect ● Trauma-Informed Training ● Suicide Prevention ● CPR/AED ● Other	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	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide teachers support through a personalized coaching model to support the school instructional model: • PBL/PrBL • Blended Learning • State Standards	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	MP
Teacher observations evaluations completed.	Teachers	Director	September-May	State Funds	Completed evaluations	Improved performance in targeted areas	PM	PM	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	PM	MP	MP
Provide staff training on technology equipment, programs available for instruction, and technology coaching.	Teachers	IT Department; Instructional Coaches	August-July	State Funds	Sign-in sheets/Attendee list	Increase integration of technology	PM	PM	MP
Provide staff training on culture and Title 1 strategies based on needs	Staff	Director	June	Title 1 Funds	Sign - In sheets / Attendance list and artifacts	Increase academic performance	PM	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

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	PM	MP
Provide teachers training in an online data system to analyze student performance on STAAR, CDAs, Benchmarks, and discipline.	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	MP
Grading Philosophy Book Study	Teachers	Director CIA/Coaches/ Directors	August - May	Grading for Equity Book; Schoology Course; PLC Time for Teachers	Schoology course/Teacher conversations/ PLC Notes	EOY Survey	PM	PM	MP
Embedded PLCs in the schedule	Teachers	Directors/Coaches	August 2022	District created resources	Agenda check-ins by coach and director	EOY Teacher Survey	PM	MP	MP
PLC Lead Training	Teachers	Coaches/Director of CIA	August 2022	District created resources	Agenda/Survey	EOY Teacher Survey	MP	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Campus Goal #5: At the UT Tyler University Academy, the campus 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 complete clinicals at 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 8 years of employment, as measured by awarded degrees.

Performance Objective C: All research conducted by University Academy staff will be documented through the portfolio and compiled into an annual report that is reported to the College of Education.

Activities	Special Population	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation	Fall Eval	MOY Eval	EOY Eval
Facilities will provide a design to support Project and PBL, STEM activities, and PLTW activities, as measured by observation and student presentations.	All	Superintendent, Directors, Teachers, UT Tyler	August-July	State Funds, CTE Allotment Funds	Student presentations	Student/Staff survey	PM	PM	PM
Continue building relationships with UT Tyler University by partnering 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	PM
Get fiber network connections for campus.	All Faculty/ Staff/ Students	IT Department, Accounting	Waiting on the provider infrastructure	IT Budget	Each campus will have their own fiber connection in place.	Each campus will have their own fiber connection in place.	MP	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Provide student school supplies for k-12 families	All Students	Director ahd Title 1 coordinator	August to May	Title 1 funds	Students having needed supplies	Increase academic performance	MP	MP	MP

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

UT Tyler University Academy at Palestine 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.

UT Tyler University Academy at Palestine will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.

- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- McKinney-Vento Homeless Assistance Act
- ESSER II & III
- SCE

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.

UT Tyler University Academy at Palestine strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, career and technical education, health, and physical education. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.

UT Tyler University Academy at Palestine has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, MAPS data, and CDAs. Interventions are discussed,

implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus director.

The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students.

UT Tyler University Academy at Palestine seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a K-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

Annually, during the spring and summer of each year, UT Tyler University Academy holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.

UT Tyler University Academy at Palestine currently serves approximately 5 homeless children and youth.

1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

2. Attendance: The Homeless Liaison assists with placement, enrollment, and application for free breakfast. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities of homeless children and youth.
3. Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.

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 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 2022 - 2023 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 2022 socioeconomic Form
- Student is homeless according to 42 USC 11302

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.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

For the 2022-2023 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, provide intervention within the school day, 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 two annual Title I parent meetings on different days and times to inform parents of the school's participation in Title I, explain the requirements, and discuss the rights of parents to be involved. Additionally, the school will review the curriculum utilized at the school, forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and how parents families will have opportunities, when requested, for regular meetings to provide feedback and participate, as appropriate, in decisions relating to the education of their student.. The plan is available to parents, the public, and the information contained in such a 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.

UT Tyler University Academy at Palestine reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, UT Tyler University Academy has instituted trauma-informed practices to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.

MP = Met Progress
PM = Progress Made, Working Toward Completion
NP = No Progress

Meetings Addendum

Meeting Title:
UT Tyler University Academy at Palestine
Date: June 20, 2022
Time: 9:00 a.m.
Meeting Location: Campus

Individuals Present: Ummi Bodede, Aimee Dennis, Dr, Simmons, and All the faculty members of 2022-23 school year.
Meeting Minutes: The committee reviewed and revised our data from the 2021-22 school year. During this meeting, each group presented their narrative and identified some problems of practice. At the conclusion of the meeting, we shared found root cause analysis, creation of strategies to address the root cause.benchmarks to gauge progress toward identified goals of the strategies.

Meeting Title:
UT Tyler University Academy at Palestine
Date: June 20, 2022
Time: 1:00 p.m.
Meeting Location: Campus

Individuals Present: All the members of our faculty, as well as Candy Bowman, Allen Buckland our new board member.
Meeting Minutes: We Completed our “Why”, set goals, priorities, recommended strategies, and parent and family engagement plans in a Year at a glance format. This was presented at the district leadership meeting to gauge progress toward identified goals of the strategies.

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
- Copy of the Student of Conduct.

As no new evaluations were conducted under the Safe and Drug-Free Schools and Communities Act during 2022-2023, there are no findings to report at this time.

TEXAS EDUCATION AGENCY

COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY DISCIPLINE ACTION GROUPS

PEIMS 2022-2023 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	923	N/A	N/A	N/A	43	33	3.58	0	0	0	0	0	0	N/A	N/A	N/A
AMERICAN INDIAN OR ALASKA NAT	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASIAN	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BLACK OR AFRICAN AMERICAN	67	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0
HISPANIC/LATINO	189	N/A	N/A	N/A	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	54	0	0	0	N/A	N/A	N/A	0	0	0	0	0	0	N/A	N/A	N/A
WHITE	571	N/A	N/A	N/A	31	23	4.03	0	0	0	0	0	0	N/A	N/A	N/A
FEMALE	461	N/A	N/A	N/A	10	10	2.17	0	0	0	0	0	0	0	0	0
MALE	462	N/A	N/A	N/A	33	23	4.98	0	0	0	0	0	0	N/A	N/A	N/A
SPECIAL ED.	146	0	0	0	N/A	N/A	N/A	0	0	0	0	0	0	N/A	N/A	N/A
ECON. DIS.	266	N/A	N/A	N/A	11	10	3.76	0	0	0	0	0	0	0	0	0
AT RISK	285	N/A	N/A	N/A	18	12	4.21	0	0	0	0	0	0	N/A	N/A	N/A

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.

T E X A S E D U C A T I O N A G E N C Y

UT Tyler University Academy District Annual Discipline Summary

PEIMS Discipline Data for 2022-2023

YEAR	SECTION	HEADNAME	VALUE
2022-2023	A-PARTICIPATION	DISTRICT CUMULATIVE YEAR END ENROLLMENT	923
	A-PARTICIPATION	DISTRICT DISCIPLINE POPULATION	36
	A-PARTICIPATION	DISTRICT DISCIPLINE RECORD COUNT	58
	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS EXPELLED	-999
	B-DISCIPLINE DATA TRENDS	DISCRETIONARY EXPULSIONS	-999
	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS SUSPENDED IN SCHOOL	-999
	B-DISCIPLINE DATA TRENDS	STUDENTS SUSPENDED OUT OF SCHOOL	33
	D-EXPULSION ACTIONS	TWO OR MORE RACES	-999
	D-EXPULSION ACTIONS	WHITE	-999
	F-OUT OF SCHOOL SUSPENSIONS	BLACK OR AFRICAN AMERICAN	-999
	F-OUT OF SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	F-OUT OF SCHOOL SUSPENSIONS	TWO OR MORE RACES	-999
	F-OUT OF SCHOOL SUSPENSIONS	WHITE	31
	G-IN SCHOOL SUSPENSIONS	BLACK OR AFRICAN AMERICAN	-999
	G-IN SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	G-IN SCHOOL SUSPENSIONS	WHITE	-999
	I-SPEC. ED. EXPULSIONS	SPEC. ED. STUDENTS EXPELLED	-999
	I-SPEC. ED. EXPULSIONS	SPEC. ED. EXPULSIONS	-999
	I-SPEC. ED. EXPULSIONS	NON SPEC. ED. EXPULSIONS	-999
	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	-999
	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	K-SPEC. ED. OUT OF SCHOOL SUS.	NON SPEC. ED. OUT OF SCHOOL SUSPEN	35
	L-SPEC. ED. IN SCHOOL SUS.	NON SPEC. ED. IN SCHOOL SUSPEN	-999
	N-ECO. DISADV. EXPULSIONS	NON ECO. DISAD. EXPULSIONS	-999
	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	10
	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. OUT OF SCHOOL SUSPEN	11
	P-ECO. DISADV. OUT OF SCHOOL SUS.	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	32
	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	-999
	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	Q-ECO. DISADV. IN SCHOOL SUS.	NON ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	S-AT RISK EXPULSIONS	AT RISK STUDENTS EXPELLED	-999
	S-AT RISK EXPULSIONS	AT RISK EXPULSIONS	-999
	S-AT RISK EXPULSIONS	UNKNOWN AT RISK STATUS EXPULSIONS	-999
	U-AT RISK OUT OF SCHOOL SUS.	AT RISK STUDENTS OUT OF SCHOOL SUS	12
	U-AT RISK OUT OF SCHOOL SUS.	AT RISK OUT OF SCHOOL SUSPEN	18
	U-AT RISK OUT OF SCHOOL SUS.	NON AT RISK OUT OF SCHOOL SUSPEN	25
	V-AT RISK IN SCHOOL SUS.	AT RISK STUDENTS SUSPEN IN SCHOOL	-999
	V-AT RISK IN SCHOOL SUS.	AT RISK IN SCHOOL SUSPENSIONS	-999
	V-AT RISK IN SCHOOL SUS.	NON AT RISK IN SCHOOL SUSPENSIONS	-999
	W-REASON INCIDENT COUNTS	02-CONDUCT PUNISHABLE AS A FELONY	-999
	W-REASON INCIDENT COUNTS	04-CONTROLLED SUBSTANCE/DRUGS	-999
	W-REASON INCIDENT COUNTS	21-VIOLATED LOCAL CODE OF CONDUCT	31
	W-REASON INCIDENT COUNTS	28-ASSAULT-NONDISTRICT EMPLOYEE	-999
	W-REASON INCIDENT COUNTS	35-FALSE ALARM/FALSE REPORT	-999
	W-REASON INCIDENT COUNTS	41-FIGHTING/MUTUAL COMBAT	-999
	W-REASON INCIDENT COUNTS	61-BULLYING TEC 37.0052(B)	-999
	X-DISCIPLINE ACTION COUNTS	01-EXPL W/O PLC IN ANTHR EDU STNG	-999
	X-DISCIPLINE ACTION COUNTS	05-OUT-OF-SCHOOL SUSPENSION	35
	X-DISCIPLINE ACTION COUNTS	06-IN-SCHOOL SUSPENSION	-999
	X-DISCIPLINE ACTION COUNTS	25-PART DAY OUT-OF-SCHOOL SUSPEND	-999
	X-DISCIPLINE ACTION COUNTS	28-MANDATORY ACTION NOT TAKEN-TEC34.001(a)(4)	-999

-999 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.

T E X A S E D U C A T I O N A G E N C Y

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2022-2023

YEAR	CAMPUS	REGION	CAMPNAME AND NUMBER	SECTION	HEADNAME	YR23
2022-2023	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	A-PARTICIPATION	CAMPUS CUMULATIVE YEAR END ENROLLMENT	276
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	A-PARTICIPATION	CAMPUS DISCIPLINE POPULATION	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	A-PARTICIPATION	CAMPUS DISCIPLINE RECORD COUNT	15
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS EXPELLED	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	B-DISCIPLINE DATA TRENDS	DISCRETIONARY EXPULSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS SUSPENDED IN SCHOOL	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	B-DISCIPLINE DATA TRENDS	STUDENTS SUSPENDED OUT OF SCHOOL	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	D-EXPULSION ACTIONS	TWO OR MORE RACES	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	F-OUT OF SCHOOL SUSPENSIONS	BLACK OR AFRICAN AMERICAN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	F-OUT OF SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	F-OUT OF SCHOOL SUSPENSIONS	WHITE	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	G-IN SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	G-IN SCHOOL SUSPENSIONS	WHITE	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	I-SPEC. ED. EXPULSIONS	NON SPEC. ED. EXPULSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	K-SPEC. ED. OUT OF SCHOOL SUS.	NON SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	L-SPEC. ED. IN SCHOOL SUS.	NON SPEC. ED. IN SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	N-ECO. DISADV. EXPULSIONS	NON ECO. DISAD. EXPULSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	P-ECO. DISADV. OUT OF SCHOOL SUS.	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	Q-ECO. DISADV. IN SCHOOL SUS.	NON ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	S-AT RISK EXPULSIONS	UNKNOWN AT RISK STATUS EXPULSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	U-AT RISK OUT OF SCHOOL SUS.	AT RISK STUDENTS OUT OF SCHOOL SUS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	U-AT RISK OUT OF SCHOOL SUS.	AT RISK OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	U-AT RISK OUT OF SCHOOL SUS.	NON AT RISK OUT OF SCHOOL SUSPEN	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	V-AT RISK IN SCHOOL SUS.	AT RISK STUDENTS SUSPEN IN SCHOOL	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	V-AT RISK IN SCHOOL SUS.	AT RISK IN SCHOOL SUSPENSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	V-AT RISK IN SCHOOL SUS.	NON AT RISK IN SCHOOL SUSPENSIONS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	W-REASON INCIDENT COUNTS	04-CONTROLLED SUBSTANCE/DRUGS	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	W-REASON INCIDENT COUNTS	21-VIOLATED LOCAL CODE OF CONDUCT	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	W-REASON INCIDENT COUNTS	41-FIGHTING/MUTUAL COMBAT	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	X-DISCIPLINE ACTION COUNTS	01-EXPL W/O PLC IN ANTHR EDU STNG	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	X-DISCIPLINE ACTION COUNTS	05-OUT-OF-SCHOOL SUSPENSION	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	X-DISCIPLINE ACTION COUNTS	06-IN-SCHOOL SUSPENSION	-999
	212804102	7	UT TYLER UNIVERSITY ACADEMY AT LONGVIEW 212804102	X-DISCIPLINE ACTION COUNTS	25-PART DAY OUT-OF-SCHOOL SUSPEND	-999

YEAR	CAMPUS	REGION	CAMPNAME AND NUMBER	SECTION	HEADNAME	YR23
2022-2023	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	A-PARTICIPATION	CAMPUS CUMULATIVE YEAR END ENROLLMENT	246
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	A-PARTICIPATION	CAMPUS DISCIPLINE POPULATION	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	A-PARTICIPATION	CAMPUS DISCIPLINE RECORD COUNT	11
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS SUSPENDED IN SCHOOL	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	B-DISCIPLINE DATA TRENDS	STUDENTS SUSPENDED OUT OF SCHOOL	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	F-OUT OF SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	F-OUT OF SCHOOL SUSPENSIONS	WHITE	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	G-IN SCHOOL SUSPENSIONS	WHITE	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	K-SPEC. ED. OUT OF SCHOOL SUS.	NON SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	L-SPEC. ED. IN SCHOOL SUS.	NON SPEC. ED. IN SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	P-ECO. DISADV. OUT OF SCHOOL SUS.	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	Q-ECO. DISADV. IN SCHOOL SUS.	NON ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	U-AT RISK OUT OF SCHOOL SUS.	AT RISK STUDENTS OUT OF SCHOOL SUS	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	U-AT RISK OUT OF SCHOOL SUS.	AT RISK OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	U-AT RISK OUT OF SCHOOL SUS.	NON AT RISK OUT OF SCHOOL SUSPEN	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	V-AT RISK IN SCHOOL SUS.	NON AT RISK IN SCHOOL SUSPENSIONS	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	W-REASON INCIDENT COUNTS	21-VIOLATED LOCAL CODE OF CONDUCT	11
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	X-DISCIPLINE ACTION COUNTS	05-OUT-OF-SCHOOL SUSPENSION	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	X-DISCIPLINE ACTION COUNTS	06-IN-SCHOOL SUSPENSION	-999
	212804103	7	UT TYLER UNIVERSITY ACADEMY AT PALESTINE 212804103	X-DISCIPLINE ACTION COUNTS	25-PART DAY OUT-OF-SCHOOL SUSPEND	-999

YEAR	CAMPUS	REGION	CAMPNAME AND NUMBER	SECTION	HEADNAME	YR23
2022-2023	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	A-PARTICIPATION	CAMPUS CUMULATIVE YEAR END ENROLLMENT	401
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	A-PARTICIPATION	CAMPUS DISCIPLINE POPULATION	18
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	A-PARTICIPATION	CAMPUS DISCIPLINE RECORD COUNT	32
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS EXPELLED	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	B-DISCIPLINE DATA TRENDS	DISCRETIONARY EXPULSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS SUSPENDED IN SCHOOL	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	B-DISCIPLINE DATA TRENDS	STUDENTS SUSPENDED OUT OF SCHOOL	16
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	D-EXPULSION ACTIONS	WHITE	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	F-OUT OF SCHOOL SUSPENSIONS	BLACK OR AFRICAN AMERICAN	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	F-OUT OF SCHOOL SUSPENSIONS	HISPANIC/LATINO	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	F-OUT OF SCHOOL SUSPENSIONS	TWO OR MORE RACES	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	F-OUT OF SCHOOL SUSPENSIONS	WHITE	16
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	G-IN SCHOOL SUSPENSIONS	BLACK OR AFRICAN AMERICAN	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	G-IN SCHOOL SUSPENSIONS	WHITE	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	I-SPEC. ED. EXPULSIONS	SPEC. ED. STUDENTS EXPELLED	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	I-SPEC. ED. EXPULSIONS	SPEC. ED. EXPULSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. OUT OF SCHOOL SUSPEN	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	K-SPEC. ED. OUT OF SCHOOL SUS.	NON SPEC. ED. OUT OF SCHOOL SUSPEN	20
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	L-SPEC. ED. IN SCHOOL SUS.	NON SPEC. ED. IN SCHOOL SUSPEN	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	N-ECO. DISADV. EXPULSIONS	NON ECO. DISAD. EXPULSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. OUT OF SCHOOL SUSPEN	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	P-ECO. DISADV. OUT OF SCHOOL SUS.	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	18
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	Q-ECO. DISADV. IN SCHOOL SUS.	NON ECO DISAD. IN SCHOOL SUSPENSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	S-AT RISK EXPULSIONS	AT RISK STUDENTS EXPELLED	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	S-AT RISK EXPULSIONS	AT RISK EXPULSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	U-AT RISK OUT OF SCHOOL SUS.	AT RISK STUDENTS OUT OF SCHOOL SUS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	U-AT RISK OUT OF SCHOOL SUS.	AT RISK OUT OF SCHOOL SUSPEN	11
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	U-AT RISK OUT OF SCHOOL SUS.	NON AT RISK OUT OF SCHOOL SUSPEN	11
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	V-AT RISK IN SCHOOL SUS.	AT RISK STUDENTS SUSPEN IN SCHOOL	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	V-AT RISK IN SCHOOL SUS.	AT RISK IN SCHOOL SUSPENSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	V-AT RISK IN SCHOOL SUS.	NON AT RISK IN SCHOOL SUSPENSIONS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	02-CONDUCT PUNISHABLE AS A FELONY	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	04-CONTROLLED SUBSTANCE/DRUGS	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	21-VIOLATED LOCAL CODE OF CONDUCT	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	28-ASSAULT-NONDISTRICT EMPLOYEE	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	35-FALSE ALARM/FALSE REPORT	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	41-FIGHTING/MUTUAL COMBAT	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	W-REASON INCIDENT COUNTS	61-BULLYING TEC 37.0052(B)	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	X-DISCIPLINE ACTION COUNTS	01-EXPL W/O PLC IN ANTHR EDU STNG	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	X-DISCIPLINE ACTION COUNTS	05-OUT-OF-SCHOOL SUSPENSION	17
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	X-DISCIPLINE ACTION COUNTS	06-IN-SCHOOL SUSPENSION	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	X-DISCIPLINE ACTION COUNTS	25-PART DAY OUT-OF-SCHOOL SUSPEND	-999
	212804001	7	UT TYLER UNIVERSITY ACADEMY AT TYLER 212804001	X-DISCIPLINE ACTION COUNTS	28-MANDATORY ACTION NOT TAKEN-TEC34.001(a)(4)	-999

-999 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.

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.**

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.

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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.

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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;

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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 exits;
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;

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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.

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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.

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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/).

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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

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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.

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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.

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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.

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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, <u>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</u>:
    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;

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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;

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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.

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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.

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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.

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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^{th} 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.

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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.

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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.

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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, bongs 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

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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).

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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.

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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 2022 high school graduates who attended a post-secondary institution in the Fall of 2022. 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 FY2022
Enrolled in Texas Public or Independent Higher Education Fall 2022

UT Tyler University Academy (212804)	U. of Texas at Tyler (011163)	25
	Other Public 4-yr Institution (8)	10
	Other Public 2-yr Institution (3)	5
	Not Found	8
	Total high school graduates	48

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
https://reportcenter.highered.texas.gov/reports/data/high-school-graduates-enrolled-in-higher-education-by-district-fall-2022-pdf/

SECTION 7
Special Education Determination Status

This report includes the district's special education determination status on the last page of the report.

2023 Results Driven Accountability

District Report

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB)

Domain I - Academic Achievement (Indicators 1-9)

Domain II - Post-Secondary Readiness (Indicators 10-11)

Domain III - Disproportionate Analysis (Indicator 12)

Other Special Populations (OSP)

Domain I - Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I - Academic Achievement (Indicators 1-5)

Domain II - Post-Secondary Readiness (Indicators 6-7)

Domain III - Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

Determination Levels

2023 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

1. BE STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	72.6	*	*	*	Report Only
(ii) Reading Lang. Arts	2023	70.4	*	*	*	Report Only
(iii) Science	2023	56.8	*	*	*	Report Only
(iv) Social Studies	2023	60.8	*	*	*	Report Only

2. ESL STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	64.0	75.0	9	12	Report Only
(ii) Reading Lang. Arts	2023	68.3	69.2	9	13	Report Only
(iii) Science	2023	58.3	*	*	*	Report Only
(iv) Social Studies	2023	42.0	*	*	*	Report Only

3. ALP STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	62.6	*	*	*	Report Only
(ii) Reading Lang. Arts	2023	66.6	*	*	*	Report Only
(iii) Science	2023	52.2	*	*	*	Report Only
(iv) Social Studies	2023	42.5	*	*	*	Report Only

4. EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	66.9	*	*	*	Report Only
(ii) Reading Lang. Arts	2023	71.1	*	*	*	Report Only
(iii) Science	2023	60.0	*	*	*	Report Only
(iv) Social Studies	2023	49.1	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

5. EB Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading Lang. Arts	2023	43.0	*	*	*	Report Only

6. EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(ii) Reading Lang. Arts	2023	70.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iii) Science	2023	65.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iv) Social Studies	2023	65.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	

7. EB STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2023	65.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(ii) Biology	2023	75.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iii) U.S. History	2023	70.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iv) English I and II	2023	60.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

BE/ESL/EB Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

8. TELPAS Reading Beginning Proficiency Level Rate

	PL 0 Cut Points	Rate	Beginning	Tested	Performance Level
2023	0 - 7.5	11.1	*	*	NA SA
2022			*	*	
2021			*	*	

9. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	State Rate	Rate	BEG./INT.	Tested	Performance Level
2023	25.6	11.8	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

BE/ESL/EB Domain II

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

10. EB Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2023	80.0 - 100	*	*	*	0
2022			*	*	
2021			*	*	

11. EB Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2023	0 - 1.8	*	*	*	0
2022			*	*	
2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

BE/ESL/EB Domain III

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

12. EB Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2023	-1.7	1.4				Report Only
EB Students			*	*	*	
All Students			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

OSP Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	81.1	43	53	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			43	49	
	2021			13	18	
(ii) Reading Lang. Arts	2023	70.0 - 100	88.9	56	63	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			50	55	
	2021			*	*	
(iii) Science	2023	65.0 - 100	90.0	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	
(iv) Social Studies	2023	65.0 - 100	91.7	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	

2. OSP Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading Lang. Arts	2023	62.0	80.0	*	*	Report Only
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

OSP Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

3. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2023	65.0 - 100	*	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	
(ii) Biology	2023	75.0 - 100	*	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	
(iii) U.S. History	2023	70.0 - 100	*	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	
(iv) English I and II	2023	60.0 - 100	*	*	*	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
	2022			*	*	
	2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

OSP Domain II

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

4. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2023	80.0 - 100	*	*	*	0
Foster Care		*	*	*	
Homeless		*	*	*	
Military		*	*	*	
2022			*	*	
2021			*	*	

5. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2023	0 - 1.8	*	*	*	0
Foster Care		*	*	*	
Homeless		*	*	*	
Military		*	*	*	
2022			*	*	
2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

OSP Domain III

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

6. OSP Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2023	0.1	0.0				Report Only
OSP Students			*	*	*	
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
All Students			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	61.0	36	59	1
	2022			24	41	
	2021			15	23	
(ii) Reading Lang. Arts	2023	70.0 - 100	68.9	42	61	1
	2022			30	44	
	2021			21	29	
(iii) Science	2023	65.0 - 100	68.8	11	16	0
	2022			8	11	
	2021			*	*	
(iv) Social Studies	2023	65.0 - 100	50.0	*	*	NA SA
	2022			*	*	
	2021			*	*	

2. SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading Lang. Arts	2023	43.7	66.7	10	15	Report Only

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(ii) Reading Lang. Arts	2023	70.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iii) Science	2023	65.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iv) Social Studies	2023	65.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

4. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2023	65.0 - 100	85.7	*	*	0
	2022			*	*	
	2021			*	*	
(ii) Biology	2023	75.0 - 100	*	*	*	0
	2022			*	*	
	2021			*	*	
(iii) U.S. History	2023	70.0 - 100	90.9	*	*	0
	2022			*	*	
	2021			*	*	
(iv) English I and II	2023	60.0 - 100	72.2	13	18	0
	2022			10	13	
	2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain I

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

5. SPED STAAR Alternate 2 Participation Rate

		State Rate	Rate	STAAR Alternate 2	Document Submitted	Performance Level
(i) Mathematics	2023	1.6	*	*	*	Report Only
Hispanic			*	*	*	
American Indian			*	*	*	
Asian			*	*	*	
African American			*	*	*	
Pacific Islander			*	*	*	
White			*	*	*	
Two or More			*	*	*	
(ii) RLA/ELA	2023	1.5	*	*	*	Report Only
Hispanic			*	*	*	
American Indian			*	*	*	
Asian			*	*	*	
African American			*	*	*	
Pacific Islander			*	*	*	
White			*	*	*	
Two or More			*	*	*	
(iii) Science	2023	1.5	*	*	*	Report Only
Hispanic			*	*	*	
American Indian			*	*	*	
Asian			*	*	*	
African American			*	*	*	
Pacific Islander			*	*	*	
White			*	*	*	
Two or More			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain II

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2023	80.0 - 100	*	*	*	0
2022			*	*	
2021			*	*	

7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2023	0 - 1.8	*	*	*	0
2022			*	*	
2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.

An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain III

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

8. SPED Dyslexia Representation (school-aged)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2023	12.5	14.6				Report Only
SPED Students			*	*	*	
All Students			*	*	*	

9. SPED Regular Early Childhood Program Rate (preschool-aged)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2023	30.0 - 100	*	*	*	No Data
2022			*	*	
2021			*	*	

10. SPED Regular Class ≥80% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2023	70.0 - 100	98.1	*	*	0
2022			*	*	
2021			*	*	

11. SPED Regular Class <40% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2023	0 - 10.0	*	*	*	0
2022			*	*	
2021			*	*	

12. SPED Separate Settings Rate (school-aged)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2023	0.3	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

SPED Domain III

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

13. SPED Representation (Ages 3-21)

			SPED Students	All Students	
2023			107	872	

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2023	5.6	1.8	*	*	Report Only

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2023	0.3	*	*	*	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2023	9.5	0.9	*	*	Report Only

17. SPED ISS >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2023	0.7	*	*	*	Report Only

18. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2023	0 - 19.0	3.6	*	*	0
2022			*	*	
2021			*	*	

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality.

2023 Results Driven Accountability

Summary

County-District Number: *212804* Region: *07*

District Name: *UT TYLER UNIVERSITY ACADEMY*

Performance Level Summary by Each Program Area

	2023 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	10					*1*		*19*	
OSP	10							*2*	
SPED	18	2				*1*	*1*	*10*	

Federally Required Elements

For information about the four indicators below, visit LEA Determinations or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact.

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Determination Levels

For information about LEA Determinations visit Local Education Agency Public Reporting; Reports and Determinations or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

	Determination Level
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Meets Requirements (DL 1)
SPED	Meets Requirements (DL 1)

Detailed information on the assignment of performance levels can be found in the 2023 Accountability Manual RDA Chapter 12.
The Federally Required Elements indicators were included in the summary table for the SPED program area.

SECTION 8
Progress Toward Meeting HB 3 Goals

This section of the Annual Report includes the progress of the district and each campus in the district toward meeting the goals set in the district's:

- early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and
- college, career, and military readiness plans adopted under Section 11.186.

Early Childhood Literacy Board Outcome Goal

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 70% by June 2028.

Yearly Target Goals

	2024	2025	2026	2027	2028
Goals	60%	62%	64%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	65%	xx%	xx%	xx%	xx%	xx%	50%	xx%	xx%	xx%	xx%
2025	xx%	xx%	70%	xx%	xx%	xx%	xx%	xx%	55%	xx%	xx%	xx%	xx%
2026	xx%	xx%	74%	xx%	xx%	xx%	xx%	xx%	60%	xx%	xx%	xx%	xx%
2027	xx%	xx%	78%	xx%	xx%	xx%	xx%	xx%	65%	xx%	xx%	xx%	xx%
2028	xx%	xx%	80%	xx%	xx%	xx%	xx%	xx%	70%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1

GPM 1.1 The percent of K students that met grade level on NWEA MAPS will increase from 90 % to 100 % by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
90%	94%	96%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%		xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%		xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%		xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%		xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	xx%	xx%		xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2

GPM 1.2 The percent of 1st grade students that met grade level or above on NWEA MAPS will increase from 60% to 80% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
60%	65%	70%	75%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%		xx%	xx%	xx%	xx%	xx%		xx%	xx%	xx%	xx%
2025	xx%	xx%		xx%	xx%	xx%	xx%	xx%		xx%	xx%	xx%	xx%
2026	xx%	xx%		xx%	xx%	xx%	xx%	xx%		xx%	xx%	xx%	xx%
2027	xx%	xx%		xx%	xx%	xx%	xx%	xx%		xx%	xx%	xx%	xx%
2028	xx%	xx%		xx%	xx%	xx%	xx%	xx%		xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 3

GPM 1.3 The percent of 2nd grade students that met grade level or above NWEA MAPS will increase from 70% to 90% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
70%	**75%**	**80%**	**85%**	**90%**

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%		xx%	xx%	xx%	xx%	xx%	N/A%	xx%	xx%	xx%	xx%
2025	xx%	xx%		xx%	xx%	xx%	xx%	xx%	75%	xx%	xx%	xx%	xx%
2026	xx%	xx%		xx%	xx%	xx%	xx%	xx%	78%	xx%	xx%	xx%	xx%

2027	xx%	xx%		xx%	xx%	xx%	xx%	xx%	82%	xx%	xx%	xx%	xx%
2028	xx%	xx%		xx%	xx%	xx%	xx%	xx%	84%	xx%	xx%	xx%	xx%

Early Childhood Literacy Plan Campus Goal
(If there is only one campus, copy District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 75% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
55%	60%	65%	70%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	xx%	xx%	38%	xx%	xx%	xx%	xx%	xx%	58%	xx%	xx%	xx%	xx%
	xx%	xx%	42%	xx%	xx%	xx%	xx%	xx%	62%	xx%	xx%	xx%	xx%
	xx%	xx%	46%	xx%	xx%	xx%	xx%	xx%	65%	xx%	xx%	xx%	xx%
	xx%	xx%	50%	xx%	xx%	xx%	xx%	xx%	68%	xx%	xx%	xx%	xx%
	xx%	xx%	54%	xx%	xx%	xx%	xx%	xx%	72%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1
(Used in applicable Campus Plans with campus targets)

The percent of K students that score on grade level or above in Reading on the NWEA MAPS will increase from 75% to 90%.

Yearly Target Goals

2024	2025	2026	2027	2028
80%	84%	86%	88%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2
(Used in applicable Campus Plans with campus targets)

The percent of 1st students that score on grade level or above in Reading on the NWEA MAPS will increase from 47% to 60%.

Yearly Target Goals

2024	2025	2026	2027	2028
50%	52%	54%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.

	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 3
(Used in applicable Campus Plans with campus targets)

The percent of 2nd students that score on grade level or above in Reading on the NWEA MAPS will increase from 63% to 80%

Yearly Target Goals

2024	2025	2026	2027	2028
68%	72%	74%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Literacy Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies over the next three years. PD centered around early childhood literacy will take place in grade level PLCs. Training will be provided to teachers in blended learning software in order to provide targeted support to all students. Teachers will set goals based on their annual evaluations and will attend PD to address areas of growth.
Teachers will also be provided target coaching through the University Academy coaching model.

Early Childhood Literacy Plan Campus Goal
(If there is only one campus, copy District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% to 80% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
68%	72%	76%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1
(Used in applicable Campus Plans with campus targets)

The percent of Kindergarten students that score on grade level or above in Reading on the NWEA MAPS will increase from 97% to 100%

Yearly Target Goals

2024	2025	2026	2027	2028
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2
(Used in applicable Campus Plans with campus targets)

The percent of 1st grade students that score on grade level or above in Reading on the NWEA MAPS will increase from 55% to 70%

Yearly Target Goals

2024	2025	2026	2027	2028
58%	62%	64%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 3

(Used in applicable Campus Plans with campus targets)

The percent of 2nd grade students that score on grade level or above in Reading on the NWEA MAPS will increase from 84% to 100%

Yearly Target Goals

2024	2025	2026	2027	2028
86%	88%	94%	96%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Literacy Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies over the next three years. PD centered around early childhood literacy will take place in grade level PLCs. Teachers will set goals based on their annual evaluations and will attend PD to address areas of growth. Teachers will also be provided target coaching through the University Academy coaching model.

Early Childhood Literacy Plan Campus Goal
(If there is only one campus, copy District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 65% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
50%	54%	58%	60%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1
(Used in applicable Campus Plans with campus targets)

The percent of K students that score on grade level or above in NWEA MAPS Reading will increase from 87% to 100%.

Yearly Target Goals

2024	2025	2026	2027	2028
90%	92%	94%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2
(Used in applicable Campus Plans with campus targets)

The percent of 1st grade students that score on grade level or above in Reading on the NWEA MAPS will increase 64% to 80%

Yearly Target Goals

2024	2025	2026	2027	2028
68%	72%	74%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 3

(Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of 2nd grade students that score on grade level or above in Reading on the NWEA MAPS will increase from 54% to 70%

Yearly Target Goals

2024	2025	2026	2027	2028
58%	62%	64%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Literacy Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies over the next three years. PD centered around early childhood literacy will take place in grade level PLCs. Teachers will set goals based on their annual evaluations and will attend PD to address areas of growth. Teachers will also be provided target coaching through the University Academy coaching model.

Early Childhood Math Board Outcome Goal

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 65% by June 2028.

Yearly Target Goals & Results

2024	2025	2026	2027	2028
56%	58%	60%	62%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	58%	xx%	xx%	xx%	xx%	xx%	38%	xx%	xx%	xx%	xx%
2025	xx%	xx%	60%	xx%	xx%	xx%	xx%	xx%	40%	xx%	xx%	xx%	xx%
2026	xx%	xx%	61%	xx%	xx%	xx%	xx%	xx%	42%	xx%	xx%	xx%	xx%
2027	xx%	xx%	62%	xx%	xx%	xx%	xx%	xx%	44%	xx%	xx%	xx%	xx%
2028	xx%	xx%	64%	xx%	xx%	xx%	xx%	xx%	78%	xx%	xx%	xx%	xx%

Early Childhood Math Progress Measure 1

GPM 2.1 : The percent of K students that score on track for grade level or above in math will increase from 86% to 94% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
88%	89%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	N/A	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	N/A	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	N/A	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	N/A	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2028	xx%	N/A	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

GPM 2.2 : The percent of 1st grade students that score on track for grade level or above in math will increase from 69% to 80% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
71%	72%	75%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	73%	86%	xx%	xx%	xx%	xx%	xx%	98%	N/A	xx%	N/A	N/A
2025	xx%	75%	87%	xx%	xx%	xx%	xx%	xx%	98%	N/A	xx%	N/A	N/A
2026	xx%	77%	88%	xx%	xx%	xx%	xx%	xx%	98%	N/A	xx%	N/A	N/A
2027	xx%	78%	89%	xx%	xx%	xx%	xx%	xx%	98%	N/A	xx%	N/A	N/A
2028	xx%	80%	90%	xx%	xx%	xx%	xx%	xx%	99%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 3

GPM 2.3 : The percent of 2nd grade students that score on track for grade level or above in math will increase from 76% to 88% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
78%	80%	83%	86%	88%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled

2020	xx%	xx%	54%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	57%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	60%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	64%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	67%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Math Plan Campus Goal

UTTUA at Palestine

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 45% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
35%	37%	40%	42%	45%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Math Progress Measure 1

UTTUA at Palestine

The percent of K students that score on grade level or above in math on the NWEA Maps will increase from 74% to 80% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
74%	75%	77%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

UTTUA at Palestine

The percent of 1st grade students that score on grade level or above in math on the (NWEA Maps) will increase from 53% to 62% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
53%	55%	57%	60%	62%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 3

UTTUA at Palestine

The percent of 2nd grade students that score on grade level or above in math on the (NWEA Maps) will increase from 68% to 75% by June 2024.

Yearly Target Goals				
2024	**2025**	**2026**	**2027**	**2028**
68%	70%	72%	74%	75%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Math Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: With the use of high quality instructional materials according to TEA, teachers will continue to focus on a balance of conceptual and procedural math instruction. The Eureka TEKS adoption began in the Fall of 2022 and is a continuous effort of implementation. Teachers have had 2 district wide 6 hour professional development sessions and this will continue for all new K-5 math teachers in the future.

In the Fall of 2023, the addition of a 1/2 math coach on the Palestine campus will be used to improve instructional practices and additional content knowledge for all math teachers.

Early Childhood Math Plan Campus Goal

UTTUA at Tyler

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
48%	50%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	48%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	50%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	52%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	53%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028	xx%	xx%	54%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Math Progress Measure 1

UTTUA at Tyler

The percent of K students that score on grade level or above in math on the NWEA Maps will increase from 92% to 98% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
92%	94%	94%	96%	98%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	80%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	85%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	90%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	93%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	96%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

UTTUA at Tyler

The percent of 1st grade students that score on grade level or above in math on the NWEA Maps will increase from 75% to 85% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028

78%	80%	82%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

UTTUA at Tyler

The percent of 2nd grade students that score on grade level or above in math on the NWEA Maps will increase from 61% to 70% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
62%	64%	65%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Math Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: With the use of high quality instructional materials according to TEA, teachers will continue to focus on a balance of conceptual and procedural math instruction. The Eureka TEKS adoption began in the Fall of 2022 and is a continuous effort of implementation. Teachers have had 2 district wide 6 hour professional development sessions and this will continue for all new K-5 math teachers in the future. Teachers will set goals based on their annual evaluations and will attend PD to address areas of growth. Teachers will also be provided target coaching through the University Academy coaching model.

Early Childhood Math Plan Campus Goal

UTTUA at Longview

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 70% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
64%	65%	67%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Math Progress Measure 1

UTTUA at Longview

The percent of K students that score on grade level or above in math on the NWEA Maps will increase from 65% to 74% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
65%	68%	70%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	N/A	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

UTTUA at Longview

The percent of 1st grade students that score on grade level or above in math on the NWEA Maps will increase from 75% to 85% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
75%	77%	80%	82%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

UTTUA at Longview

The percent of 2nd grade students that score on grade level or above in math on the NWEA Maps will increase from 90% to 92% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
86%	88%	90%	91%	92%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Math Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: With the use of high quality instructional materials according to TEA, teachers will continue to focus on a balance of conceptual and procedural math instruction. The Eureka TEKS adoption began in the Fall of 2022 and is a continuous effort of implementation. Teachers have had 2 district wide 6 hour professional development sessions and this will continue for all new K-5 math teachers in the future. Teachers will set goals based on their annual evaluations and will attend PD to address areas of growth. Teachers will also be provided target coaching through the University Academy coaching model.

CCMR Board Outcome Goal

GOAL 3: The percentage of graduates that meet the criteria for CCMR will maintain 100% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
2025	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
2026	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
2027	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
2028	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A

CCMR Progress Measure 1

GPM 3.1 The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 48% to 100% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40%	N/A	N/A	N/A	N/A
2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	60%	N/A	N/A	N/A	N/A
2026	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75%	N/A	N/A	N/A	N/A
2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87%	N/A	N/A	N/A	N/A
2028	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A

CCMR Progress Measure 2

GPM 3.2: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from N/A to N/A by August 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2026	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2028	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CCMR Progress Measure 3

GPM 3.3 The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from N/A to 1% by August 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
N/A	1%	1%	1%	1%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August			Fundations Phonics Training K-3 (teachers complete this on a date that works in their schedule)
September	G1: GPM 1:1/1:2/1:3 G2: GPM 2:1/2:2/2:3	Internal:MCLASS Assessments/Benchmark Assessment Reading Levels/NWEA Maps Growth/Board Meeting: Previous year STAAR data	Update new teachers on yearly assessments to be given in K-2
October	GPM 1:1/1:2/1:3 GPM 2:1/2:2/2:3	MTSS Spreadsheets/Full day given to K-8 ELAR/Math/Science/SS teachers devoted to giving time to cross campus teams for data desegration, collaboration, and planning.	District PD Day
November	G1/G2	MOY Window/Board Meeting: Interim 1 data	District Half Day PD Day-Data
December			
January	G1: GPM 1:1/1:2/1:3 G2: GPM 2:1/2:2/2:3 G3	MOY Assessments continue for literacy.	District PD Day
February		MTSS Spreadsheets/Full day given to K-8 ELAR/Math/Science/SS teachers devoted to giving time to cross campus teams for data desegration, collaboration, and planning.	District PD Day
March	GPM 1:1/1:2/1:3 GPM 2:1/2:2/2:3	MTSS Spreadsheets/Benchmarks Board Meeting: Interim 2 Data	District PD Day/Half Day PD Day-Data
April	G1: GPM 1:1/1:2/1:3 G2: GPM 2:1/2:2/2:3 G3		
May	GPM 1:1/1:2/1:3 GPM 2:1/2:2/2:3	RTI Spreadsheets/Board email: Updates on progress monitoring goals for K-3/EOY Assessments for NWEA Maps	
June			
July	G1: GPM 1:1/1:2/1:3 G2: GPM 2:1/2:2/2:3 G3	New Teacher Training/Blended Learning Training Board Meeting: Preliminary STAAR Data	

Board Outcome Goal Progress Monitoring Report

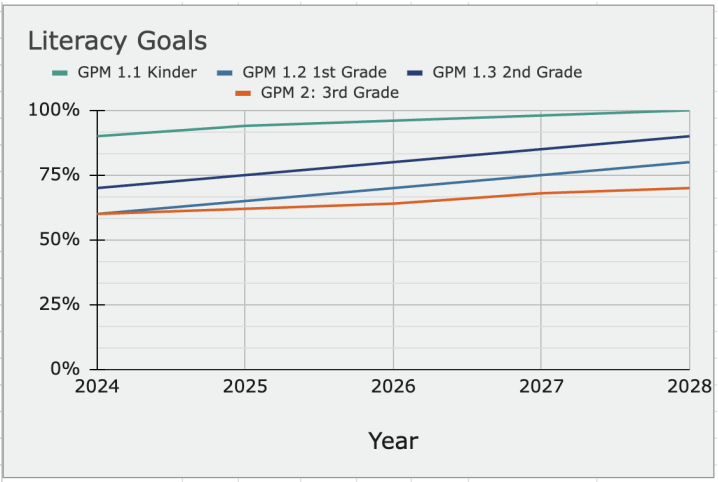
Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% to 70% by June 2028.

Overall Evaluation
On Track

Progress Measure

GPM 1.1 The percent of K students that met grade level on NWEA MAPS will increase from 90 % to 100 % by June 2028.
GPM 1.2 The percent of 1st grade students that met grade level or above on NWEA MAPS will increase from 60% to 80% by June 2028.
GPM 1.3 The percent of 2nd grade students that met grade level or above NWEA MAPS will increase from 70% to 90% by June 2028.

Literacy Goals	2024	2025	2026	2027	2028
GPM 1.1 Kinder	90%	94%	96%	98%	100%
GPM 1.2 1st Grade	60%	65%	70%	75%	80%
GPM 1.3 2nd Grade	70%	75%	80%	85%	90%
GPM 2: 3rd Grade	60%	62%	64%	68%	70%



Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	74%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2028 Goal	xx%	xx%	76%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

Longview Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% to 80% by June 2028. The Longview Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

Palestine Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 75% by June 2028. The Palestine Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

Tyler Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 65% by June 2028. The Tyler Campus will be providing students with the best instructional strategies including specific professional learning opportunities with new Science of Teaching Reading requirements. Support of TEA Reading Academies is ongoing until all staff is trained in STR.

Campus Evaluation

Supporting Materials

See "Monitoring Calendar" tab for specific supporting timeline.

Board Outcome Goal Progress Monitoring Report

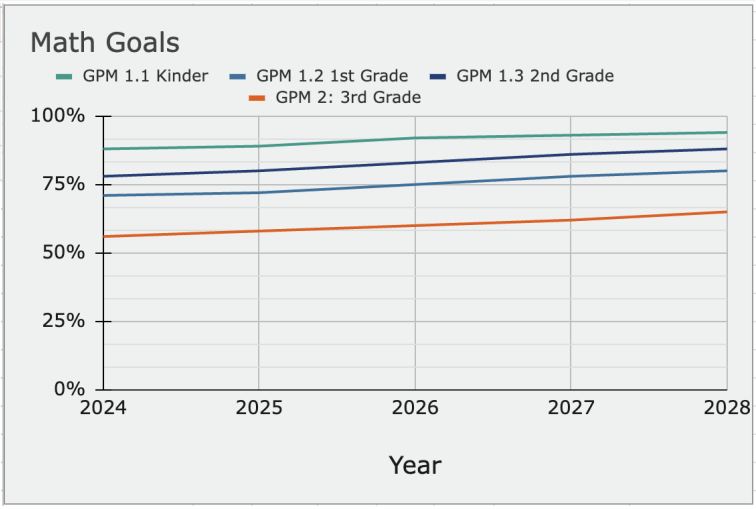
Board Outcome Goal Being Monitored: Goal 2: Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% to 65% by June 2028.

Overall Evaluation
On Track

Progress Measure

GPM 2.1 : The percent of K students that score on track for grade level or above in math will increase from 86% to 94% by June 2028.
GPM 2.2 : The percent of 1st grade students that score on track for grade level or above in math will increase from 69% to 80% by June 2028.
GPM 2.3 : The percent of 2nd grade students that score on track for grade level or above in math will increase from 76% to 88% by June 2028.

Math Goals	2024	2025	2026	2027	2028
GPM 1.1 Kinder	88%	89%	92%	93%	94%
GPM 1.2 1st Grade	71%	72%	75%	78%	80%
GPM 1.3 2nd Grade	78%	80%	83%	86%	88%
GPM 2: 3rd Grade	56%	58%	60%	62%	65%



Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	74%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	76%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

Longview Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 70% by June 2028. The Longview Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

Campus Evaluation

Palestine Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 45% by June 2028. The Palestine Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

Campus Evaluation

Tyler Campus Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2028. The Tyler Campus will be providing students with High Quality Instructional Materials (HQIM) deemed by TEA to ensure students are receiving the correct balance of conceptual and procedural math instruction. Teachers have received ample professional development from Eureka and there has been ongoing support from coaching staff.

Campus Evaluation

Supporting Materials

See "Monitoring Calendar" tab for specific supporting timeline.